



Summit Preparatory Charter School
Charter Renewal Petition for a Five-Year Term
July 1, 2019 to June 30, 2024

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Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(I).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators,

other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and

equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each

charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

1. General Information

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Arianna Haut
• The contact address for Charter School is:	644 E. 56 th St., Los Angeles, CA 90011
• The contact phone number for Charter School is:	(323) 680-0107
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90011
• This location is in LAUSD Board District:	7
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	4 th -8 th grade
• The number of students in the first year will be:	300
• The grade level(s) of the students in the first year will be:	4 th -8 th grade
• Charter School's scheduled first day of instruction in 2019-2020 is:	August 14, 2019

<ul style="list-style-type: none"> • The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 	420
<ul style="list-style-type: none"> • The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> • The bell schedule for Charter School will be: 	7:50 AM-3:14 PM (M-Th); 7:50 AM-1:12 PM (F)
<ul style="list-style-type: none"> • The term of this Charter shall be from: 	July 1, 2019 to June 30, 2024

2. Community Need for Charter School

Summit Preparatory Charter School is an independent charter school in South Los Angeles, founded in 2015 with the mission to educate fourth through eighth grade students for success in the most selective high schools and colleges through rigorous academics and the development of active citizenship.

Authorized by the Los Angeles Unified School District in 2013, Summit Prep opened in August 2015 with fourth and fifth grade students, and has grown over the course of the last three and a half years to fully encompass our fourth through eighth grade span. Summit Prep is predicated upon the belief that **all** students, regardless of race, ethnicity, socioeconomic status, or family circumstance, can achieve at the highest academic levels. Summit Prep emphasizes the development of both academic and social-emotional skills, and believes that one must inform the other.

This section will address Summit Prep’s specific record of performance.

a) Academic Performance Data and Other Absolute and Comparative Performance Indicators, Including School wide and Subgroup Academic Achievement and Growth Data and Other Performance Indicators

According to California law and LAUSD’s renewal eligibility criteria, a charter school that has been in operation for four years¹ shall meet at least one of the following criteria:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school wide and for all groups of pupils served by the charter school.
- Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

¹ As of the time of this petition’s submission, Summit Prep is in its fourth year of operation.

- Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.²

In this petition, we focus on the fourth criteria as the basis for our academic performance data and comparative performance indicators.

Summit Prep’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

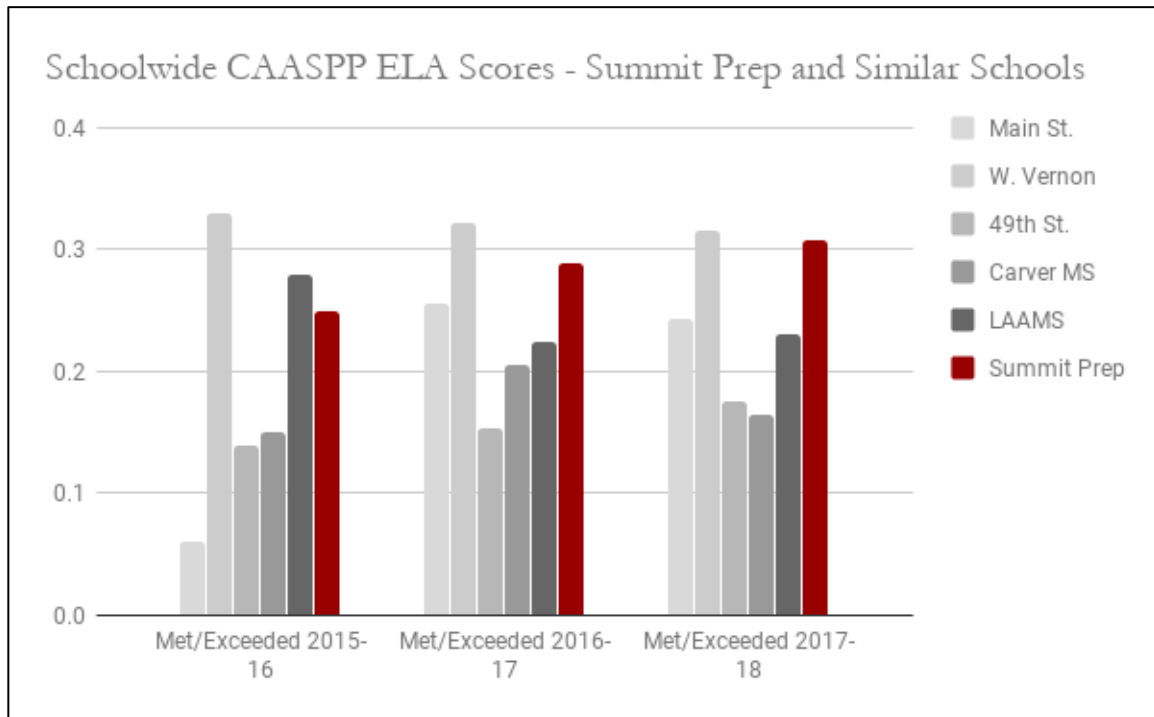
As noted in California Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (I) Documented and clear and convincing data; (iii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code 47607(b)(4)(B).)

LAUSD has identified five schools that Summit Prep students would otherwise attend: Main Street Elementary School, West Vernon Elementary School, 49th Street Elementary School, Carver Middle School, and LA Academy Middle School. Academic comparison data with those five schools are presented in the following section.

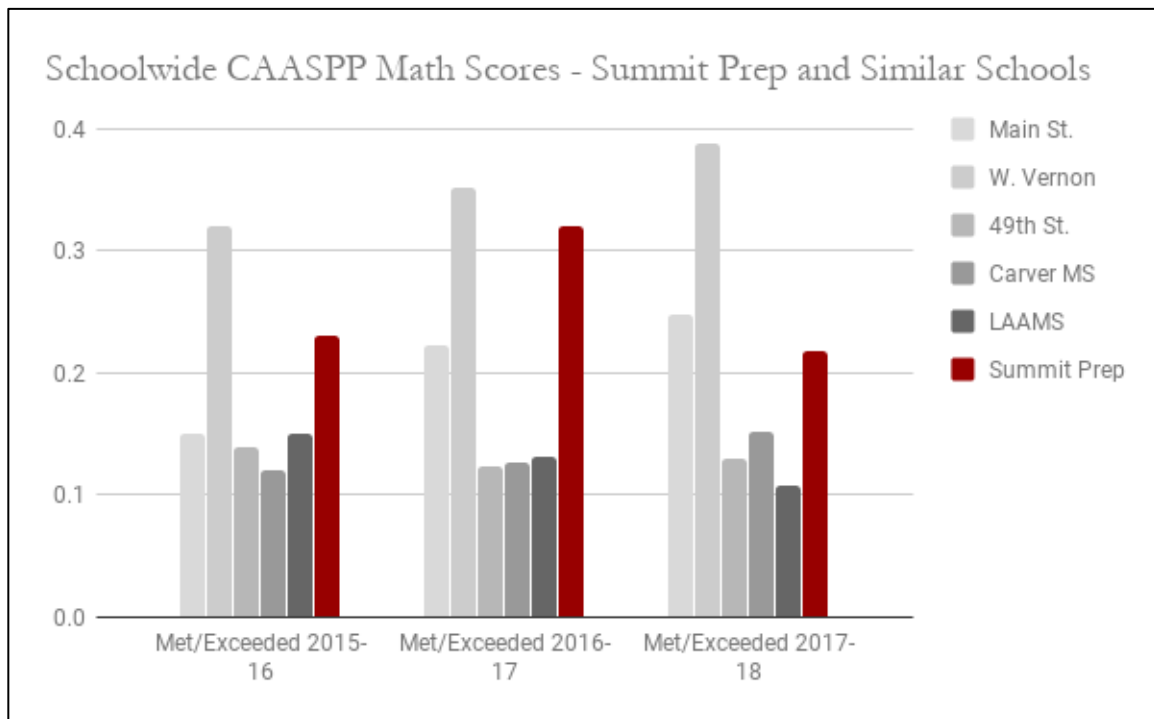
The chart below depicts Summit Prep’s school wide results on the ELA CAASPP assessments for the 2015-16, 2016-17, and 2017-18 school years; the comparison is shown with the five schools named above and selected as similar schools by LAUSD’s Office of Data and Accountability. Please note that, from left to right in each chart, the grey bars indicate Main Street Elementary School, West Vernon Elementary School, 49th Street Elementary School, Carver Middle School, and LA Academy Middle School. These three years of published results indicate that Summit Prep’s CAASPP ELA scores

² The LAUSD CSD’s Renewal Petition Application Guide notes that, while the CDE will not change the renewal criteria for the 2018-2019 school year, the “CSD will continue to utilize renewal eligibility criteria 4 above” [emphasis original document].

have grown, and have been higher than similar schools with the exception of West Vernon Elementary School each year. We are eager to continue to learn from West Vernon to better our practice in ELA growth and instruction. In the most recent year, Summit Prep's ELA CAASPP score nearly met the score of West Vernon Elementary School.

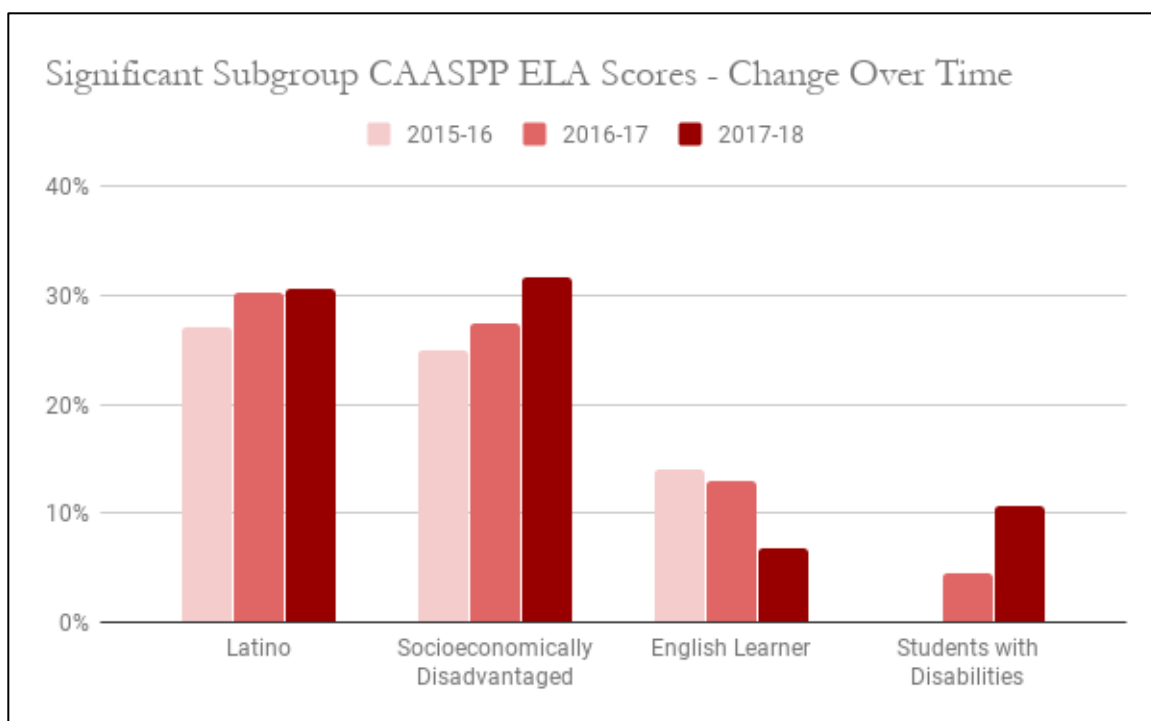


The chart below depicts Summit Prep's school wide results on the Math CAASPP assessments for the 2015-16, 2016-17, and 2017-18 school years; the comparison is shown with the five schools named above and selected as similar schools by LAUSD's Office of Data and Accountability. Please note that, from left to right in each chart, the grey bars indicate Main Street Elementary School, West Vernon Elementary School, 49th Street Elementary School, Carver Middle School, and LA Academy Middle School. These three years of published results indicate that Summit Prep's CAASPP Math scores have grown, and have been higher than similar schools with the exception of West Vernon Elementary School each year. We are eager to continue to learn from West Vernon to better our practice in Math growth and instruction. We recognize that Summit Prep's overall math score decreased in the 2017-18 school year. We have adopted a new curriculum, and are encouraged by math iReady scores (addressed later in this element).



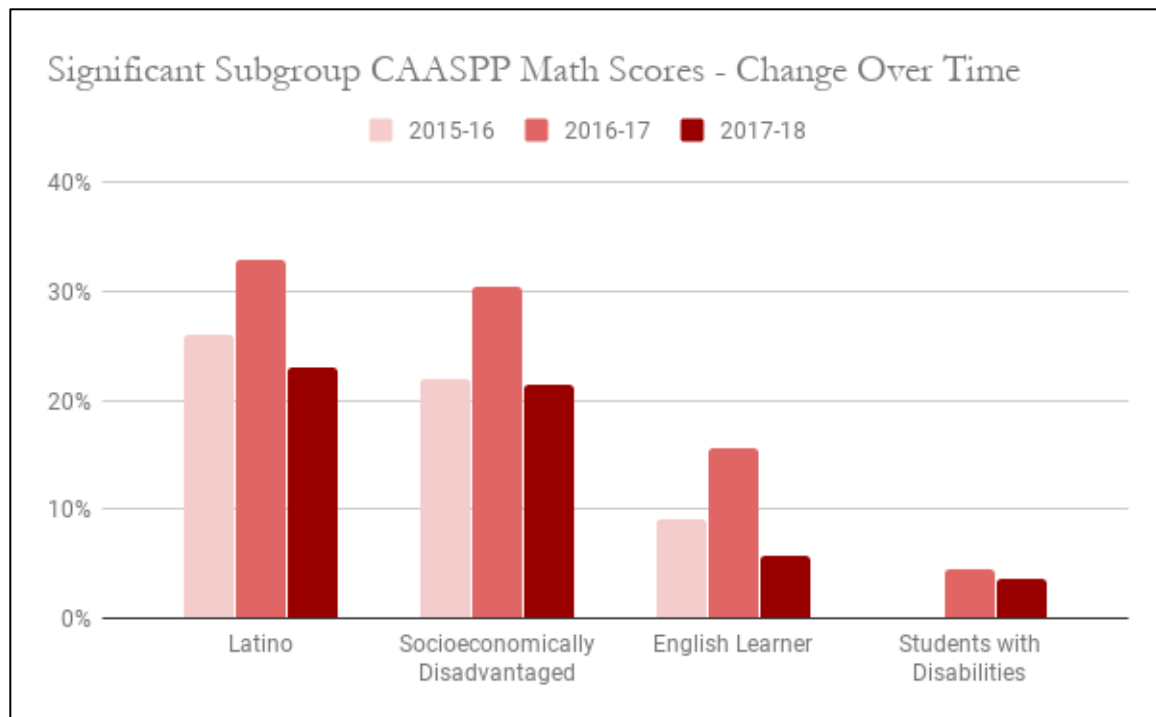
As shown in the charter below, Summit Prep’s statistically significant subgroups have generally grown in ELA over time.³ Students who identify as Latino, socioeconomically disadvantaged, and students with a diagnosed disability have all grown in each of the three years the school has administered the CAASPP ELA assessment (2015-16, 2016-17, and 2017-18). The school has seen slight decreases in the scores of EL students. In response, we have increased the amount of literacy intervention available to all students, and implemented specific differentiated time for EL students in order to address their language needs.

³ Please note that Summit Prep’s population of Black or African American students does not qualify as statistically significant.



As shown in the chart below, Summit Prep’s statistically significant subgroups grew significantly between the 2015-16 and 2016-17 school years on the CAASPP Math assessment, with a slight decrease in the 2017-18 school year.⁴ In response, Summit Prep has significantly changed the math coaching model employed at the school. One veteran teacher has been identified as the math coach: she observes the math team on a weekly basis and provides coaching feedback; provides feedback on lesson plans; and provides differentiated professional development to the math team and special education teachers during Summit Prep’s weekly professional development block (described in detail later in this element). We want to ensure that the math gains seen previously among students are maintained and improved moving forward.

⁴ Please note that Summit Prep’s population of Black or African American students does not qualify as statistically significant.



iReady Assessments

All Summit Prep students – in grades four through eight – take the iReady assessment three times annually, along with monthly growth monitoring assessments. iReady is a rigorous, nationally normed computer adaptive assessment; it gauges students’ achievement and progress on the Common Core State Standards in ELA and math, and provides a Lexile level for each student.

Following the administration of each iReady assessment – given once per trimester – Summit Prep’s teachers gather as a whole school and then in grade level and content teams for data analysis. During this time, Summit Prep teachers, teaching assistants, and leaders focus on responding to the data: adjusting instruction, developing plans to reteach specific standards, designing differentiated intervention groups, and selecting appropriate individual work for specific students. This data analysis time is critical in determining whether students are on track to meet the grade level standards in ELA and math.

The iReady assessment also informs individual student’s learning paths in the iReady program, a blended learning tool that students access on a regular basis. The iReady program includes lessons in math and ELA; these are tied directly to students’ assessment results, and adapt as students master specific standards.

A significant portion of Summit Prep's PD is devoted to understanding and interpreting iReady data. Teachers learn about iReady administration over the summer, and refer to data regularly throughout the school year. Parents receive their child's iReady data during parent-teacher conferences, and students regularly reference their growth over the course of the year. While iReady data is available down to the individual student level, this petition includes the following information to indicate students' overall growth from the beginning of the 2017-18 school year to the end.

The reports below show Summit Prep's overall growth in reading (ELA) and math on the iReady assessment from the beginning of the 2017-18 school year to the end. The report indicates RTI tiers – essentially, which students are on level, one grade level behind, or two or more grade levels behind. At the beginning of the 2017-18 school year, only 9% of Summit Prep's students were considered Tier 1 – that is, at or above grade level; 31% were considered Tier 2, and 60% were considered Tier 3.

Intervention Screener Report

Academic year: 2017-2018

School: SUMMIT PREP CHARTER SCHOOL

Subject: Reading

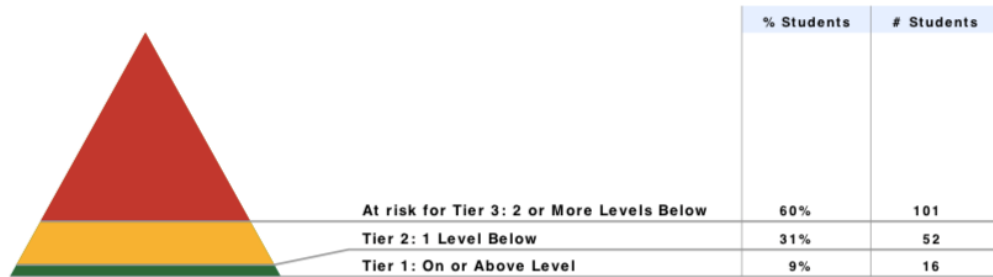
Define "On Level": Standard View

Show: Window 1 - 08/01/2017 - 09/29/2017

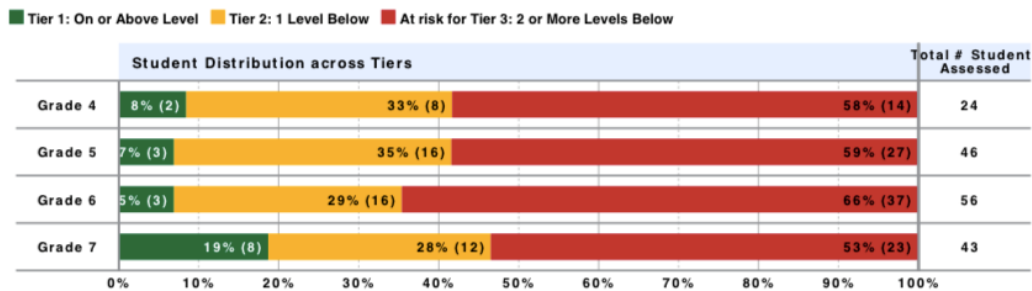
Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI

School Summary

169 out of 199 Students Tested



Detail by Grade



By the end of the 2017-18 school year, those numbers had shifted dramatically. 24% of students were considered Tier 1, and 33% were considered Tier 2. 42% remained in Tier 3.

Intervention Screener Report

Academic year: 2017-2018

School: SUMMIT PREP CHARTER SCHOOL

Subject: Reading

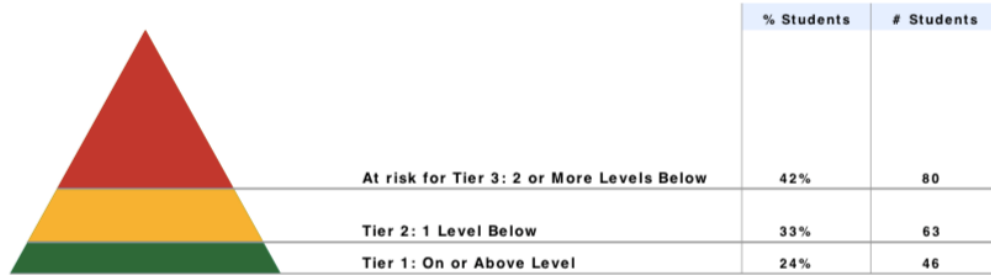
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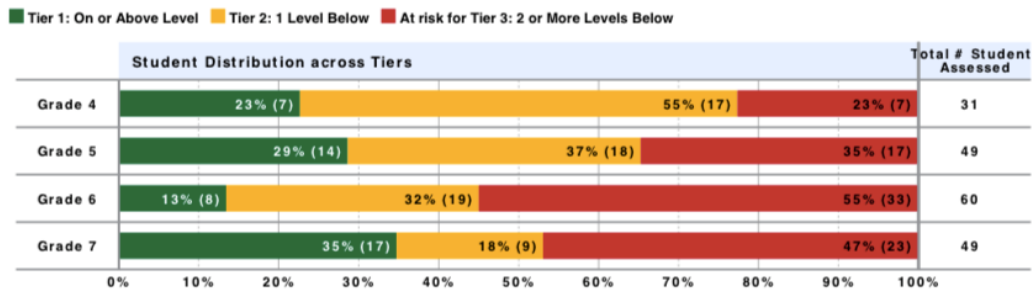
Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI

School Summary

189 out of 199 Students Tested



Detail by Grade



Summit Prep's gains in iReady math were even more significant in the 2017-18 school year. As shown in the chart below, at the beginning of the year, 13% of students were considered Tier 1, 46% were in Tier 2, and 42% fell in Tier 3.

Intervention Screener Report

Academic year: 2017-2018

School: SUMMIT PREP CHARTER SCHOOL

Subject: Math

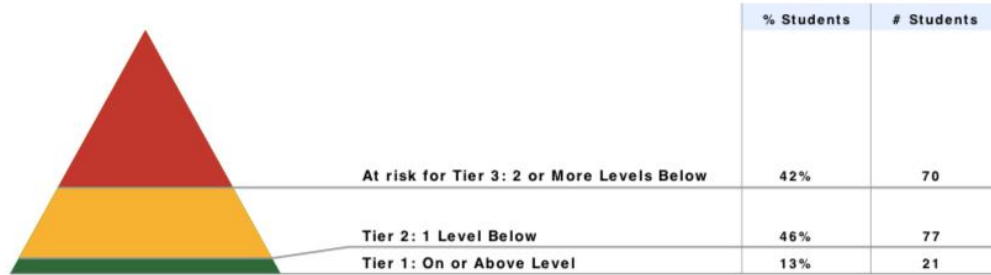
Define "On Level": Standard View

Show: Window 1 - 08/01/2017 - 09/29/2017

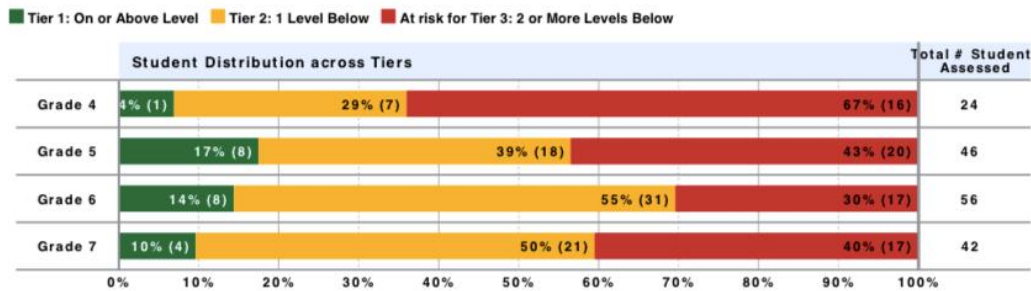
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School Summary

168 out of 199 Students Tested



Detail by Grade



By the end of the 2017-18 school year, those numbers shifted dramatically. 44% of students were in Tier 1 – on or above grade level. 34% of students fell into group 2, and only 18% of students – nearly one-third of the group from the beginning of the year – were in Tier 3. These math data are heartening; while we recognize that math CAASPP data fell slightly in the 2017-18 school year, we look at all data in concert to recognize that there has been significant growth.

Intervention Screener Report

Academic year: 2017-2018

School: SUMMIT PREP CHARTER SCHOOL

Subject: Math

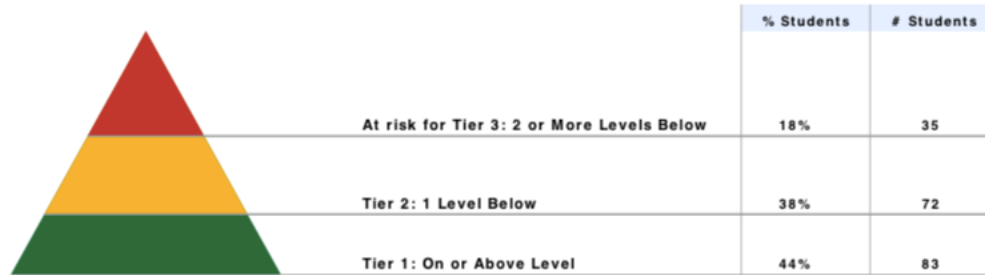
Define "On Level": Standard View

Show: Window 1 - 05/01/2018 - 07/01/2018

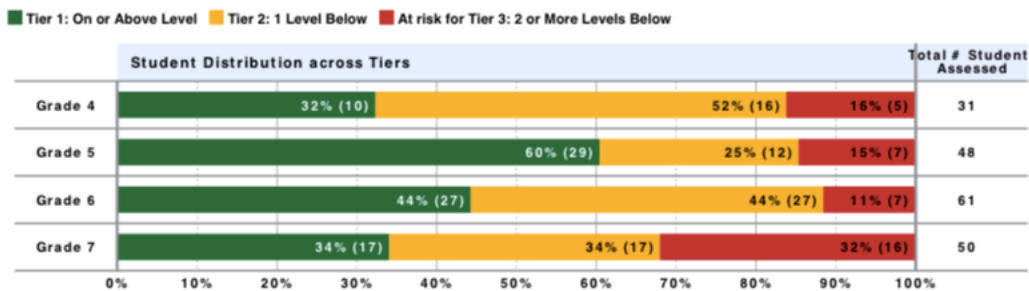
Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI

School Summary

190 out of 199 Students Tested



Detail by Grade



CCSA's Accountability Report

Finally, the report below is an evaluation of our school according to the California Charter Schools Association's framework based on publicly available academic indicators. The California Charter Schools Association (CCSA) based on the past three years' worth of assessment results and post-secondary outcomes evaluates all non-DASS public schools with 30+ CAASPP test-takers and in operation for four or more years.

Per CCSA's accountability framework, as described below, our school is **above** CCSA's minimum academic criteria and **has met the academic threshold** for CCSA's public advocacy support for renewal. In fact, as shown below, Summit Prep has met all of CCSA's targets for renewal support based on academics, rather than just one.

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DF3 deciles rank of 4 or more in two of the past three years (DF3 is described below). Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

For High Schools:

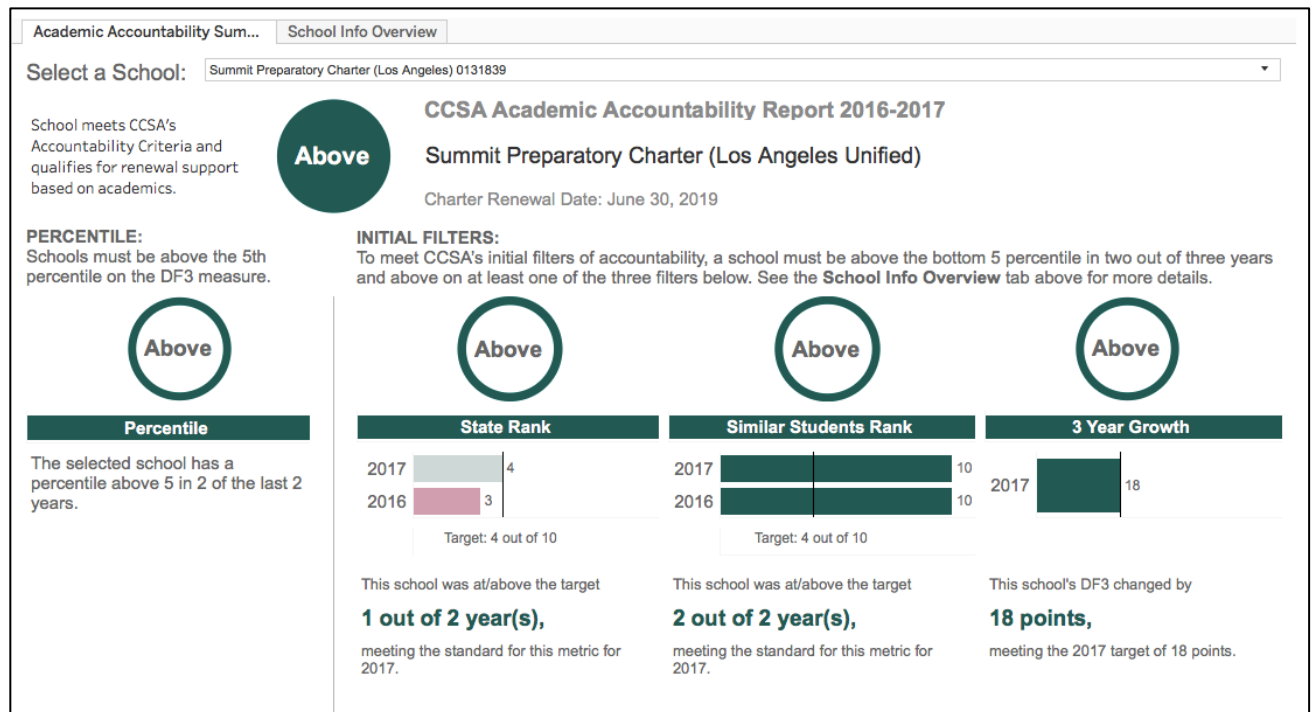
- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a “C” or better in 2 of the past 3 years.

Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DF3 in two of the past three years, the school is required to participate in a Multiple Measure Review in order to determine eligibility for CCSA’s public advocacy support for renewal.

Additional information about CCSA’s accountability framework:

- Like the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress. Unlike the CDE, CCSA incorporates grade 11 in the calculation – which will not be done by the CDE until later in the 2018-19 academic year. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The first percentile is equivalent to the lowest 1% of schools statewide, while the first decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.

- CCSA's accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing "pupil academic achievement for all groups of pupils served by the charter school as the most important factor" in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators.



b) Innovative Features of the Educational Program

- College preparatory mission and vision:** Summit Prep's college prep focus begins in fourth grade. College completion rates for adults over 25 in our community range between 2.6% and 7.2%.⁵

Level of Education Attained	90011	90037	90058
No high school diploma or equivalent	64.7%	54.9%	69.6%

⁵ All data gathered from the US Census:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP02

High school graduate or equivalent	20.7%	23.8%	7.4%
Some college (no degree)	8.4%	12.6%	13.1%
Associate's Degree	3.1%	2.6%	1.8%
Bachelor's Degree	2.6%	5.2%	7.2%
Graduate or Professional Degree	.5%	.8%	.9%

In order to fulfill our college-going mission and help to change these outcomes, we work to ensure that **every** student is prepared for college. College preparedness is a consistent message – classrooms are named for specific colleges and universities; students visit local college campuses every year; and students set college-going goals and track how their middle school work will impact those goals.

- **Double blocks of English and math:** Students at Summit Prep receive 100 minutes of ELA instruction (separated into reading and writing, rather than lumped together) and 100 minutes of direct math instruction (math problem-solving and math procedures) every day. This extra time helps close the academic achievement gaps that challenge many of our students upon enrollment.
- **Responsive, restorative practices grounded in social-emotional learning:** This year, Summit Prep's entire staff was trained on the Responsive Classroom model, an "evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The RC approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feeling significant." This approach, coupled with our emphasis on trauma-informed practices, has created an environment in which students feel safe and supported and in which learning can thrive.
- **Morning meeting and advisory; closing meeting:** Every day begins with morning meeting (4th-6th grade) or advisory (7th and 8th grade); every day ends with a short closing meeting. This is specific, structured time during which teachers and small groups of students work closely together to build community, develop social-emotional skills, share concerns, and solve problems. 4th-6th grade students also learn and practice meditation techniques that they can use to help themselves self-regulate during the school day.
- **Direct instruction of social-emotional skills:** Summit Prep utilizes Second Step, a research-based program that directly teaches developmentally appropriate social-emotional skills. Students receive this direct instruction weekly during their enrichment block, and there is a focus skill every week that is shared school wide.
- **Extended School Day and Year:** Summit Prep's school day and year are longer than those mandated by California Ed Code. As a result, students receive more instructional minutes than they otherwise would; students and

teachers both utilize this time to improve instruction and content mastery.

c) Success of the Educational Program in Meeting the Needs of Its Student Population

As detailed extensively above, Summit Prep already has met students' needs successfully across a variety of measures. We are confident that students who enroll at Summit will leave the eighth grade prepared to enter a competitive high school and be on track for success in college and beyond.

d) Areas of Challenge and Response to that Challenge

- **EL Reclassification Rate:** Summit Prep's EL reclassification rate has been under the LAUSD average. In the 2018-19 school year, Summit Prep has dedicated a significant amount of time and resources to ensuring that EL students are supported and reclassified. During summer PD, teachers received explicit development surrounding the best ways to support EL students; teachers have attended and will continue to attend PD hosted by LAUSD and COP to improve instruction for EL students. Summit Prep will continue to utilize the ELPAC, CAASPP, and iReady data to inform the decision to reclassify students.
- **Suspension Data:** Summit Prep has received feedback from the Charter Schools Division indicating that our suspension rate exceeds the CSD and LAUSD's goals. Summit Prep has continued to work to reduce the rate of suspension – in the 2018-19 school year, all teachers have been trained to use the Responsive Classroom approach to discipline and management, which sets as a goal the reduction of suspension events. Teachers and staff continue to attend trainings hosted by LAUSD and COP to ensure we are always seeking out alternatives to suspension, and that students and teachers are always supported in times of behavioral need. The school has two deans – in addition to a principal – who support students' academics and behavioral goals; the deans create alternatives when suspension might otherwise be warranted. While Summit Prep does adhere to the California Suspension and Expulsion Matrix for serious issues, we are aware of the fact that suspension is rarely a solution to a behavioral concern.

3. Student Population to Be Served

Summit Prep educates fourth through eighth grade students from our immediate community, typically referred to as Historic South Central or South Park. As indicated in the data below, drawn from the most recent US Census, educational attainment rates for adults over 25 in our community are relatively low. The CCSA accountability report

card indicates that parents self report an educational level, on average, of 1.4.⁶

Level of Education Attained	90011	90037	90058
No high school diploma or equivalent	64.7%	54.9%	69.6%
High school graduate or equivalent	20.7%	23.8%	7.4%
Some college (no degree)	8.4%	12.6%	13.1%
Associate's Degree	3.1%	2.6%	1.8%
Bachelor's Degree	2.6%	5.2%	7.2%
Graduate or Professional Degree	.5%	.8%	.9%

In addition, the residents of our community face serious economic pressures:

Zip Code	Median Family Income	Per Capita Income	Population Below the Poverty Line	Children Below the Poverty Line ⁷	Unemployed Adults
90011 (Historic South-Central)	\$28,764	\$9,643	41.4%	56.1%	5.5%
90037 (Vermont Square)	\$29,522	\$11,066	37.1%	50.5%	10.1%
90058 (Central-Alameda)	\$17,279	\$8,147	58.1%	76.1%	11.4%

Summit Prep's leadership believes that it is important to acknowledge these challenges and train teachers to respond, especially through trauma-informed practices. However, these challenges do not negate the need for a high-performing school of choice; in fact, they amplify it. Summit Prep's leaders believe that demographics do not determine destiny, a sentiment echoed by Samuel Casey Carter in his research of successful urban schools in *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*: "Against the perennial claims of the education establishment that poor children are uneducable, these case studies highlight and celebrate the effective practices of low-income schools that work. Only by encouraging, rewarding, and imitating this kind of success will our schools provide the kind of opportunity that all children in a free society deserve."

⁶ <http://snapshots.ccsa.org/aar/>. On this scale, 1 is the equivalent of no high school diploma, 2 is the equivalent of a high school diploma, 3 is the equivalent of some college, 4 is the equivalent of a bachelor's degree, and 5 is the equivalent of a graduate degree.

⁷ "Children" here refers to residents under the age of 18.

Within the school's expanded 4-8 middle school model, Summit Prep provides an education that addresses gaps left from the early elementary years, expands the role and impact of middle schools, and thus prepares students to excel in academically rigorous and often-selective admission high schools and colleges.

4. Enrollment Rollout Plan

Enrollment Rollout Plan					
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
4	30	30	30	30	30
5	30	60	60	60	60
6	60	60	90	90	90
7	90	90	120	120	120
8	90	90	120	120	120
Total	300	330	420	420	420

Goals and Philosophy

5. Mission: Through rigorous academics and the development of active citizenship, Summit Preparatory Charter School educates fourth through eighth grade students for success in the most selective high schools and colleges.

Vision: Summit Prep is predicated upon the belief that **all** students, regardless of race, ethnicity, socioeconomic status, or family circumstance, can achieve at the highest academic levels.

Summit Prep targets the academic needs of the students of South Los Angeles through an academically rigorous education that challenges and supports students; a highly structured environment that fosters exemplary behavior; a shared belief that students thrive in a safe and welcoming environment; and an unwavering focus on literacy and numeracy that provides the foundation for all future academic success. Summit Prep's focus on active citizenship, built through an emphasis on our core values of Achievement, Self-Advocacy, Community, Empathy, Navigation, and Determination, will prepare students for the culture and communities of high-performing high schools and four-year colleges and universities.

Summit Prep's staff and leadership believe that all children:

- Are capable of achieving at the highest academic levels
- Deserve an education that prepares them for the rigors of high school and college
- Learn best in a structured, motivating, and safe environment that emphasizes

high standards and supports their social-emotional needs

Summit Prep's staff and leadership believe that academic achievement:

- Hinges on excellence in reading, writing, and math
- Includes a focus on college preparation that begins early in every child's life
- Accelerates when there is structure, support, and challenge
- Must be differentiated and specific in order to meet every individual child's needs

7. The Characteristics of an “Educated Person” in the 21st Century

Summit Prep subscribes to the Framework for 21st Century Learning, which lays out four key elements that are considered to be the key outcomes for 21st century learners:

- Content knowledge and 21st century themes
 - Summit Prep addresses this tenet through a rigorous Common Core aligned curriculum. Additionally, we emphasize culturally responsive texts, both fiction and non, to ensure that students are exposed to a range of themes that go beyond the standard canon of the 20th century.
- Learning and innovation skills
 - Summit Prep's design emphasizes collaboration and cooperation in both our academic program and in our core values, specifically surrounding Community.
- Information, media, and technology skills
 - Students at Summit Prep utilize a range of technologies to improve and enhance tier academics. From blended learning programs to learning how to conduct research and create presentations, technology is a key element of our learning design.
- Life and career skills
 - College and career preparedness are at the heart of our college prep mission. In advisory and morning meeting, students learn about the path to college; during career day and college field trips, students are able to interface with community members who have met those goals.

In addition, we believe that there is a fifth key element for an educated person in the 21st century: honed social-emotional skills and an ability to work closely with diverse people and groups. Through our core values of Community and Empathy, as well as explicit social-emotional instruction, students learn how to hone those skills and implement them in a real-world environment.

How Learning Best Occurs

The follow elements detail Summit Prep’s research-based beliefs into how learning best occurs:

- A school wide belief in and adherence to Summit Prep’s college prep mission with high expectations for academic success and personal behavior.
- Emphasis on literacy and numeracy
- Data-informed instruction
- Trauma-informed restorative practices
- Family-school partnerships

Students learn best when everyone believes they can succeed and are deserving of an excellent education.

Summit Prep’s mission statement promises that all students will be prepared for success in the most selective high schools and colleges. Yet college readiness begins even in the lower grades; for example, a 30-year longitudinal study conducted by California State University Fullerton found that math ability is one of the strongest predictors of college success, and that “students who are motivated to achieve in mathematics from as early as 9 years of age tend to advance in the subject through adolescence.”⁸ The study also concluded that students who were not motivated to study math were less likely to achieve high school success, and were therefore less likely to attain college degrees. In addition, U.S. Census data reveals wide gaps in educational attainment for adults in Summit Prep’s target neighborhoods; only 2.6-7.2% of adults have attained a Bachelors Degree.

We believe that learning occurs best when every staff member- from the Executive Director to the janitorial staff – references our college readiness goals. We believe that learning occurs best when all decisions made by every stakeholder support this mission. And we believe that learning occurs best when teachers and staff members continually support each other in upholding this belief.

Students learn best with an emphasis on literacy and numeracy.

Because students cannot access content without the ability to read and write fluently, strong reading skills are essential for students at Summit Prep; as E.D. Hirsch writes, “History and science become meaningful if they are taught in a sustained and coherent way. All those currently fragmented hours devoted to ‘language arts’ need to include the

⁸ <http://psych.fullerton.edu/fls/index.html>

worlds of nature and history, literature, art, and music that will build the knowledge and vocabulary of children, and enable [children] to become readers in the true sense.”⁹ This belief reverberates in the mission and content of the Common Core State Standards, which “specify the literacy skills and understandings required for college and career readiness in multiple disciplines” and prepare students to “develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.”¹⁰

Reading and writing proficiency are foundational for success in all other content areas, and are vital to Summit Prep’s college preparatory mission; research indicates “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of grade 3. A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school.”¹¹ Literacy skills are especially crucial for students from low-income families.¹² Longitudinal research has shown that families’ language usage differs across income groups, and that children from low-income families hear less than one-third the number of words as children from more affluent backgrounds; by the time these children enter kindergarten, they have been exposed to thirty million fewer words than their same-age peers.¹³ This significant gap, coupled with low proficiency numbers for students of color on standardized ELA assessments, drives Summit Prep’s commitment to targeted literacy instruction, including our daily Guided Reading block that addresses individual students’ needs and is based on systematic literacy assessments given over the course of the year.

Math is incremental; each concept builds upon the one that came before. Summit Prep is committed to student mastery of Algebra I by eighth grade, a class that is often taught in high school. In order to achieve this level of success, however, math instruction must be explicit and clear from fourth grade on; students must build that strong foundation in number sense, functions, probability and statistics, data analysis, geometry, and mathematical reasoning.

Students learn best when teachers use concrete data to inform and adjust their instruction.

All instructional decisions are grounded in student achievement data. It is therefore essential that the school establishes what students already know and are able to do, and

⁹ Hirsch, Jr., E.D. “Overcoming the Language Gap: Make Better Use of the Literacy Time Block.” *Education Week* 2 May 2001. Print.

¹⁰ <http://www.corestandards.org/ELA-Literacy>.

¹¹ Hart, Betty, and Todd R. Riley. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” http://www.gsa.gov/graphics/pbs/The_Early_Catastrophe_30_Million_Word_Gap_by_Age_3.pdf

¹² Ibid.

¹³ Ibid.

tracks their progress over the course of the academic year. Summit Prep uses a combination of standardized and teacher-created assessments to monitor and respond to student achievement. It isn't enough, however, to merely administer assessments; Summit Prep's teachers use these data to adjust whole-class instruction, small-group instruction, and individual instruction. Teachers and students regularly reference data and growth, and track that progress as a means of celebrating success. Teachers gather in grade level and content area teams to review data, and professional development often centers on the ways to best respond to our academic data.

Students learn best when teachers employ trauma-informed restorative practices in the classroom.

A wealth of research indicates that children in high poverty communities suffer disproportionately from ACEs, or Adverse Childhood Experiences. There is a strong relationship and correlation between ACEs and health risks, social, emotional, and cognitive impairment, and even death.¹⁴ While previous models, including the No Excuses philosophy under which Summit Prep was originally founded, have ignored outside factors such as ACEs, our school leadership has adapted a more comprehensive philosophy – we believe that teachers and staff must consider students' external pressures and challenges when administering discipline and meting out consequences. As a result, students have learned to self-advocate for their own mental health needs; all teachers have been trained through Responsive Classroom, an “evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The RC approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feeling significant.”¹⁵ This approach, coupled with our emphasis on trauma-informed practices, has created an environment in which students feel safe and supported and in which learning can thrive.

Students learn best when families and school work in partnership.

Summit Prep believes that families play a vital role in students' academic success, and their support sends a consistent message about the value of the school's college preparatory mission. Research has shown that parental expectations for their child's educational achievement have the strongest relationship with students' academic achievement.¹⁶ Summit Prep holds family orientation meetings; *cafecitos*; formal and

¹⁴ <https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

¹⁵ <https://www.responsiveclassroom.org/about/>

¹⁶ Fan, X., and M. Chan. “Parental Involvement and Students' Academic Achievement: A Meta-Analysis.” *Educational Psychology Review*, 13(1).

informal conferences; family nights (focusing on math, literacy, college preparedness, social-emotional learning, and beyond); family lunches; and other opportunities for families and school to collaborate. We are always open to more opportunities to engage families in their children's learning, and believe that doing so creates multi-generational change for our students and community.

8. Annual Goals and Actions

LCFF STATE PRIORITIES						
GOAL #1						
Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of ELA and Mathematics.				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • The school will ensure full implementation of a standards-based curriculum. • The school will implement standards-aligned interim assessments three times a year. • The school will ensure that all students have access to appropriate standards-aligned instructional materials. • Teachers will meet at least weekly to engage in the RTI process. • Teachers will regularly engage in data analysis, including during professional development days dedicated to this process. • The school will implement the iReady assessment and analyze these formative data, allowing for differentiation to meet students' learning needs. • The school will share all applicable data with teachers, students, and parents. • The school will implement a daily academic intervention block. • The school will implement a daily guided reading program. 						
Expected Annual Measurable Outcomes						
Outcome #1: Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of ELA.						
Metric/Method for Measuring: ELA CAASPP scores for all students						
APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023

<i>All Students (Schoolwide)</i>	30.73%	35%	40%	45%	50%	55%
<i>English Learners</i>	6.82%	10%	15%	20%	25%	30%
<i>Socioecon. Disadv./Low Income Students</i>	31.63%	35%	40%	45%	50%	55%
<i>Foster Youth*</i>	NA					
<i>Students with Disabilities</i>	10.71%	15%	20%	25%	30%	35%
<i>African American Students^{17*}</i>	NA					
<i>Latino Students</i>	30.6%	35%	40%	45%	50%	55%
<i>Students of Two or More Races*</i>	NA					
Outcome #2: Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of Mathematics.						
Metric/Method for Measuring:						
APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	21.87%	30%	35%	40%	45%	50%
<i>English Learners</i>	6.82%	10%	15%	20%	25%	30%
<i>Socioecon. Disadv./Low Income Students</i>	21.47%	30%	35%	40%	45%	50%
<i>Foster Youth*</i>	NA					
<i>Students with Disabilities</i>	3.57%	5%	10%	15%	20%	25%
<i>African American Students*</i>	NA					
<i>Latino Students</i>	22.95%	30%	35%	40%	45%	50%
<i>Students of Two or More Races*</i>	NA					
Outcome #3: EL Students will advance at least one performance on the CA State English Proficiency Test and/or Reclassification Rate.						
Metric/Method for Measuring: ELPAC scores.						
APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>English Learners</i>	6%	15%	20%	25%	30%	35%

¹⁷ Please note that any subgroup marked with an asterisk is not currently considered a significant subgroup for the purposes of state reporting. This may change over time.

LCFF STATE PRIORITIES

GOAL #2

Summit Prep will maintain high levels of student and family engagement.

Related State Priorities:
3, 5, 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

- The school will host a minimum of 13 family events (7 monthly cafecitos and 6 family events, occurring during both daytime and evening hours)
- The school will provide three rounds of parent-teacher conferences for all students.
- The school will annually distribute a family satisfaction survey.

Expected Annual Measurable Outcomes

Outcome #1: Summit Prep will host a minimum of 13 family events.

Metric/Method for Measuring: Family sign-in sheets

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (School wide – includes all subgroups)</i>	13 events	13 events	13 events	13 events	13 events	13 events

Outcome #2: Summit Prep will host at least three rounds of parent-teacher conferences.

Metric/Method for Measuring: Family sign-in sheets.

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide – includes all subgroups)</i>	3 events	3 events	3 events	3 events	3 events	3 events

Outcome #3: At least 80% of Summit Prep families will complete a satisfaction survey with at least a 90% satisfaction rate.

Metric/Method for Measuring: Survey scores.

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide – includes all subgroups)</i>	NA (has not been distributed yet)	80%; 90%	80%; 90%	80%; 90%	80%; 90%	80%; 90%

LCFF STATE PRIORITIES

GOAL #3

Summit Prep will maintain an attendance rate above 95%. Summit Prep will maintain an expulsion rate of less than 1%. Summit Prep will maintain a suspension rate less than or equal to 5%.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

- The school will communicate all attendance and behavior expectations to students and families at the beginning of the year and upon mid-year enrollment via the Student and Family Handbook.
- The school will engage in professional development to develop alternatives to suspension.
- The school will create a tiered behavior support system meant to reduce suspensions and expulsions.
- The school will communicate attendance and behavior concerns regularly with parents.
- The school will hold formal attendance meetings with parents when a student's absences exceed 10 days in a year.

Expected Annual Measurable Outcomes

Outcome #1: Summit Prep's attendance rate will meet or exceed 95%.

Metric/Method for Measuring: Attendance rates as measured by our student information system.

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	94.42%	>95%	>95%	>95%	>95%	>95%

Outcome #2: Summit Prep's expulsion rate will be less than or equal to 1% for all students.

Metric/Method for Measuring: Expulsion data as submitted to LAUSD.

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)</i>	0%	<1%	<1%	<1%	<1%	<1%
<i>English Learners</i>	0%	<1%	<1%	<1%	<1%	<1%
<i>Socioecon. Disadv./Low Income Students</i>	0%	<1%	<1%	<1%	<1%	<1%
<i>Foster Youth</i>	0%	<1%	<1%	<1%	<1%	<1%

<i>Students with Disabilities</i>	0%	<1%	<1%	<1%	<1%	<1%
<i>African American Students</i>	0%	<1%	<1%	<1%	<1%	<1%
<i>Latino Students</i>	0%	<1%	<1%	<1%	<1%	<1%
<i>Students of Two or More Races</i>	0%	<1%	<1%	<1%	<1%	<1%
Outcome #3: Summit Prep's suspension rate will be less than or equal to 5% for all students.						
Metric/Method for Measuring: Suspension data as submitted to LAUSD.						
APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
<i>All Students (Schoolwide)¹⁸</i>	4.3%	<5%	<5%	<5%	<5%	<5%
<i>African American Students</i>	16.7%	<5%	<5%	<5%	<5%	<5%
<i>Latino Students</i>	3.7%	<5%	<5%	<5%	<5%	<5%
<i>Students of Two or More Races</i>	0%	<5%	<5%	<5%	<5%	<5%

9. How Program Goals Enable Students to Become Self-Motivated, Competent, Lifelong Learners

At Summit Prep, a self-motivated, competent, lifelong learner is one who is a strong critical thinker, intellectually curious, and culturally adept and aware, in keeping with the skills identified as necessary for the 21st century learner. The school's program is designed to build these competencies in students in the following ways:

- Strong critical thinker:
 - High academic standards in all content areas
 - Emphasis on literacy and numeracy
 - Analytical writing taught across content areas
 - Access to a variety of rigorous texts
- Intellectually curious:
 - College preparatory mission and curriculum
 - Teachers as intellectual role models
 - Exploration through independent research and reading
- Culturally adept and aware:
 - Daily morning meeting and/or advisory

¹⁸ Data retrieved from the California DataQuest program on 12/1/18:
<https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2017-18&agglevel=School&cids=19647330131839>
 Summit Preparatory Charter School
 Renewal Petition

- Explicit character education
- Explicit social-emotional education
- Focus on school-wide core values
- Access to culturally responsive texts and curriculum

Instructional Design

10. Curricular and Instructional Design

Summit Prep implements a rigorous, standards-based curriculum. Lessons, units, and scope and sequence documents are backwards planned, and focus on critical thinking, standards mastery, high school and college preparedness, and student growth. Students are expected to pass each class with a grade of “C” or higher.

Math and ELA courses are planned using the Common Core State Standards. Science courses are planned using the Next Generation Science Standards. All students are expected to read and write across the curriculum; teachers work collaboratively to ensure strong literacy skills are emphasized across the curriculum.

Summit Prep administers the iReady assessment three times a year (and upon a student’s initial enrollment at Summit Prep). Discussed elsewhere in this document, iReady is a rigorous, nationally normed, reliable assessment meant to gauge and track a student’s progress in math and ELA (referred to in iReady materials as reading). In addition, Summit Prep administers monthly iReady growth monitoring assessments to continue to track students’ growth. Students and parents receive regular iReady reports to help them set goals and track their progress toward them; iReady progress, along with standards-based progress, is a regular topic of discussion during parent-teacher conferences and student-teacher conferences.

11. Curriculum

Students at Summit Prep complete a course of study that is informed by and aligned to California Content Standards and the Common Core, and that is designed with a level of rigor intended to prepare students for success at college preparatory high schools. Summit Prep fully implements the Common Core State Standards, the Next Generation Science Standards, the California History-Social Science Framework, and the California English Language Development (ELD) Standards.

English Language Arts (ELA – Reading and Writing)

All students at Summit Prep receive 100 minutes of ELA instruction daily. These are split into two blocks – 50 minutes of reading, and 50 minutes of writing. This time is critical to achieve Summit Prep’s mission of adherence of literacy and numeracy; reading proficiency is a key indicator of a child’s future success in high school and college, and Summit Prep believes that children will not be successful without a strong grounding in reading and writing.

Across grade levels, Summit Prep implements research-based reading curriculum drawn from Engage New York and Wit and Wisdom. Both programs are Common Core-aligned, and are top-rated curricula. Across grade levels, Summit Prep implements Writer’s Workshop.

Across grade levels, there is a daily emphasis on explicit vocabulary instruction. As commonly referenced in this document and throughout research into literacy instruction in urban settings, there is a significant word gap among students from the highest and lowest income backgrounds. While research currently differs as to the severity of this gap, it is widely accepted to average around 30 million words¹⁹. As such, Summit Prep places a significant emphasis on vocabulary instruction, as well as the skills necessary to infer words from context clues and other literacy skills.

Fourth Grade

The Fourth Grade Reading course is the foundation for all future reading courses. For students who enter Summit Prep after grade four, this framework will serve as the premeditative structure to ensure those students are quickly brought up to grade level. In addition to fourth grade reading standards, this course will deliberately include an intense review of reading standards from earlier grades in order to ensure that students have mastered all of the necessary foundational literacy skills.

In addition to the emphasis on literacy in their specific reading class, all students participate in Guided Reading, a period of differentiated instruction that takes place four times a week. During Guided Reading, a teacher works with a small group of students to address specific literacy gaps and enrich students’ literacy strengths. Summit Prep utilizes the Fountas and Pinnell assessment to gauge students’ reading levels. All students participate in Guided Reading, regardless of level.

To strengthen nonfiction comprehension and in keeping with the Common Core State Standards, fourth grade reading classes at Summit Prep teaches students to identify structural patterns found in informational texts and use appropriate textual analysis skills,

¹⁹ <https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap>

including:

- Drawing inferences from the text
- Determining the main idea of a text and explaining how it is supported by key details
- Summarizing a text
- Comparing and contrasting primary and secondary sources
- Explaining how an author uses reason and evidence
- Integrating information from two texts to write about a topic
- Describing the overall structure of a text

These skills are assessed through quizzes, given at minimum once per week, and exams, given at minimum every six weeks, including written analysis of texts.

Fourth Grade Reading also further develops students' ability to understand and appreciate fictional literature. The course includes various imaginative genres, including fantasy, fable, myth, folktales, legends, and fairy tales. With these texts, students identify main events of the plot, the influence of setting, and the significance of each character's traits and motivations. Students compare and contrast similar stories from different cultures.

Additionally, as in the other grades of Summit Prep, reading is emphasized across the content areas. Non-reading classes – math, science, and social studies –include non-fiction texts and excerpts from fiction to support the curriculum. For example, fourth grade students might read a portion of the story of Juana Maria as part of their study of California history. Additionally, writing classes always include high-level texts for students to read and respond to in writing.

In keeping with our college preparatory mission, Summit Prep does not purchase basal reading textbooks or use excerpts of texts in reading classes. Instead, students in all grades are taught using a variety of texts, including short stories, picture books, informational articles, poems, visual art, music, and novels appropriate for the grade level. Students are taught how to annotate directly in a text, and Summit Prep provides all full grade-level texts to each student each year; students therefore build up their own personal libraries with the books they have read each year at the school.

Like Fourth Grade Reading, Summit Prep's Fourth Grade Writing course focuses on fourth grade standards and includes all necessary writing and grammar standards from earlier grades. Across grade levels, Summit Prep uses the Writing Workshop curriculum, developed by Lucy Calkins; this research-based curriculum emphasizes the teaching of strong writing skills, and constant and consistent teacher/student conferencing. Writer's Workshop is fully Common Core-aligned; writing instruction focuses on using the

writing process to construct multi-paragraph opinion pieces, informative/explanatory texts, narratives, responses to literature, information reports, and summaries. Students have the opportunity to select their own topics and respond to assigned writing prompts, and complete short research projects to learn the steps of research, paraphrase, summary, citation, and analysis.

Grammar instruction focuses on standard English conventions, including:

- Identifying and creating simple and compound sentences
- Combining sentences with appositives, participial phrases, adverbs, and prepositions
- Identifying and using regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions
- Using parentheses, commas in direct quotations, and apostrophes
- Using underlining, italics, and quotation marks to identify titles
- Using correct capitalization
- Using correct spelling of grade-level words

Fifth Grade

Fifth Grade Reading continues to develop students' word analysis, fluency, comprehension, and vocabulary acquisition. As needed, students may continue in leveled decoding and fluency groups. All students will use word origins to understand new words, understand antonyms, synonyms, and homographs, know Greek and Latin roots and affixes, and explain the figurative and metaphorical use of words in context.

The comprehension focus in fifth grade continues a detailed study of nonfiction material, including:

- Analysis of multiple accounts of the same topic
- Comparing and contrasting the overall structure of two or more texts
- Nonfiction text features – format, graphics, sequence, diagrams, illustrations, charts, and maps
- Analysis of sequence and chronological organization
- Identification of main idea and supporting evidence in two or more texts
- Distinguishing of facts, opinions, and inferences within text

Fifth grade also includes literary analyses of historically and culturally significant works of literature. Students identify and analyze characteristics of poetry, drama, fiction and nonfiction. They continue to analyze conflict and resolution within a story's plot and the actions, motives, and appearances of characters. Students understand the concept of theme and identify archetypal patterns, common literary devices, and various author techniques.

Additionally, as in the other grades of Summit Prep, reading is emphasized across the content areas. Non-reading classes – math, science, and social studies – include non-fiction texts and excerpts from fiction to support the curriculum. For example, fifth grade students might read an excerpt from Lewis and Clark’s diaries as part of their study of American history. Additionally, writing classes always include high-level texts for students to read and respond to in writing.

Similar to fourth grade, fifth grade reading standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and books appropriate for the grade level.

Fifth Grade Writing builds on the foundations learned in fourth grade and continues to develop students’ competencies with grammar, conventions, and the writing process. As in fourth grade, the fifth grade writing curriculum is built around the Writing Workshop approach.

Grammar study includes:

- Use of prepositional phrases, appositives, and dependent and independent clauses
- Correct use of often misused verbs
- Use of colons and quotation marks
- Correct capitalization
- Correct spelling of roots, suffixes, prefixes, contractions, and syllable constructions

Writing class continues to develop students’ competency for writing both narrative and expository essays of 500 to 700 words in length. Students use the writing process to write multi-paragraph compositions with strong introductions, supporting evidence, and conclusions. In keeping with Common Core, these include explanatory, opinion, and narrative texts, as well as research building on several sources. Students also begin a great emphasis on revising and editing to improve their writing’s content and clarity.

Fifth grade writing also incorporates a technology strand that teaches students to type and create simple documents, using basic office software.

Sixth Grade

Sixth Grade Reading includes word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words.

The Sixth Grade Reading course includes work on nonfiction text, including:

- Structural analysis of popular media (newspapers, magazines, and websites)
- Analysis of compare-and-contrast organization
- Identification of main idea and relationships to other sources
- Clarification of meaning through outlines, note-taking, summaries, and reports
- Evaluation of the adequacy and appropriateness of evidence and various techniques

The study of literature in sixth grade includes analysis of various fictional genres. With a variety of fictional texts, students analyze the effect of character traits and the influence of setting on the plot of a story. They identify types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story's plot.

Additionally, as in the other grades of Summit Prep, reading is emphasized across the content areas. Non-reading classes – math, science, and social studies –include non-fiction texts and excerpts from fiction to support the curriculum. For example, sixth grade students might read and compare two contrasting archaeological theories on the origin of the Egyptian pyramids as part of their study of world history. Additionally, writing classes always include high-level texts for students to read and respond to in writing.

Sixth Grade Writing continues the focus on both conventions and the writing process. Students are expected to write and speak with a command of standard English conventions appropriate to the sixth grade level.

Grammar instruction includes:

- Use of simple, compound, and compound-complex sentences
- Indefinite pronouns
- Present perfect, past perfect, and future perfect verb tenses
- Subject-verb agreement
- Use of colons, semi-colons, and commas
- Correct capitalization
- Correct spelling of frequently misspelled words

Sixth Grade Writing advances student proficiency with the writing process and word processing skills, and students will compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students become well versed in the use of revising and editing checklists and the use of rubrics to self-assess.

Seventh Grade

Seventh Grade Reading continues to build students' vocabularies and both nonfiction and fiction comprehension skills and integrates writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing.

Students identify analogies, idioms, metaphors, and similes. They use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They clarify the meaning of new words using definition, restatement, example, and contrast.

Seventh-graders analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They trace an author's point of view, argument, or perspective and assess the quality of evidence to support a claim. Students use technical directions to explain the use of simple mechanical devices.

Seventh Grade Writing includes the correct use of modifiers and active voice. Students correctly use infinitives, participles, pronouns and antecedents. They identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling reflect standards for grade-level proficiency.

Students use the writing process and grade-level appropriate revising and editing strategies to compose:

- Fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- Responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through
- Examples and textual evidence
- Research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- Persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader's concerns and counterarguments
- Summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade Writing continues the use of checklists and rubrics for self-assessment and will have an increased focus on the use of mentor texts to develop one's own writing. Students continue to experience both self-selection of topics and responding to assigned prompts. They also continue to develop word processing skills, with programs such as Microsoft Word and PowerPoint (or their equivalents).

Additionally, as in the other grades of Summit Prep, reading is emphasized across the content areas. Non-ELA classes – math, science, and social studies –include non-fiction texts and excerpts from fiction to support the curriculum. For example, seventh grade students might read excerpts from Charles Darwin’s original logbooks as part of their study of his theory of evolution in their study of life science.

Eighth Grade

Eighth Grade Reading prepares students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. In keeping with the Common Core, the class also incorporates nonfiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas, just as Science and Social Studies classes continue to integrate appropriate nonfiction texts.

Students analyze nonfiction texts using compare and contrast and proposition and support patterns. They find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth grade students study different forms of poetry – elegy, ode, sonnet, ballad, couplet, epic, and lyric. They use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works.

Students in Eighth Grade Writing continue to write clear, coherent, and focused essays that also reflect the author’s personal style. Greater emphasis is placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. Writing also integrates technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint (or its equivalent). Students produce:

- Biographies and autobiographies
- Short stories
- Narratives
- Responses to literature
- Research reports
- Persuasive essays
- Documents related to career development, including applications and business

- letters
- High school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.

Additionally, as in the other grades of Summit Prep, reading is emphasized across the content areas. Non-ELA classes – math, science, and social studies –include non-fiction texts and excerpts from fiction to support the curriculum. For example, eighth grade students might read excerpts from Galileo’s original theories as part of their study of planetary and physical science.

Mathematics

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Summit Prep is dedicated to closing the achievement gap in mathematics through the use of the Common Core State Standards in mathematics, which add breadth and depth each year. Mathematics teachers work collaboratively with English Language Arts teachers to add reading and writing expectations to every math class; for example, students write analytical responses to mathematical problems in daily classwork and on math assessments, which allows them to elucidate their thought processes. Common grade level planning time allows English Language Arts teachers to help mathematics teachers select and appropriately plan for ELA standards.

Students’ mathematics skills are assessed regularly, both through the use of nationally normed assessments (in years past, Summit Prep utilized the NWEA MAP exam, and now implements the iReady assessment) and standards-aligned benchmark assessments, given as midterm and end-of-trimester exams. Summit Prep’s schedule designates 100 minutes for math instruction every day – 50 minutes to be spent on Math Procedures, and 50 minutes to be spent on Math Problem-Solving. This allows teachers to provide differentiated instruction during math class, which may include the use of additional resources drawn from lower grades’ math standards. These distinct math blocks are designed to address the strands of the Common Core that necessitate both acuity with algorithms and proficiency with more in-depth analytical skills.

Teachers use a variety of research-based strategies²⁰ to ensure that all students, including English learners and those with special needs, are able to master required math skills. These strategies include:

- Daily re-looping of previously taught skills (through a Do Now and independent practice problems)
- Timed math drills
- Graphic organizers
- Reciprocal peer tutoring
- Think-alouds
- Math response journals (written analysis of metacognition)
- Scaffolded problems – procedural to complex written problems
- Explicit math vocabulary instruction
- Small group instruction
- Think-pair-share
- Visual representations of mathematical problems

Summit Prep implements Common Core-aligned math curricula with fidelity. In grades four, five, and six, the school utilizes Eureka Math (also known as EngageNY)²¹; in grades seven and eight, the school utilizes Illustrative Mathematics²². Both programs provide rigorous instruction, opportunities for differentiation, and scaffolds for English learners.

History-Social Science

Social studies teachers at Summit Prep collaborate closely with English Language Arts teachers to reinforce literacy standards using content-specific materials and activities. Collaboration occurs during shared lesson planning time, as well as teacher professional development sessions. All teachers are expected to align their focus on English-Language Arts standards across Social Studies and English Language Arts for logical reinforcement and practice of these standards using fiction and non-fiction genres, and teachers are expected to specify within all lesson plans and assessments the specific English Language Arts standards being addressed.

Literacy standards that are addressed in social studies classes as well as English

²⁰

<https://nceo.umn.edu/docs/Presentations/NCTMLEPIEPStrategiesMathGlossaryHandout.pdf>

²¹ <https://greatminds.org/math>

²² <https://www.illustrativemathematics.org>

Language Arts classes include:

- Nonfiction text features
- Content-area comprehension skills
- Study skills, such as research and note-taking
- A variety of writing activities

In addition, social studies teachers use a variety of strategies to address the need of English language learners, including, but not limited to:

- Pre-teaching of key vocabulary
- Use of native language, when necessary, to clarify words or concepts
- Word Walls to reinforce necessary academic vocabulary
- Use of various graphic organizers to represent ideas
- Explicit vocabulary instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Small group instruction
- The introduction of *realia* to support vocabulary and concept acquisition

Summit Prep utilizes standards-aligned digital and print textbooks as the foundation for each social studies course.

In addition to the use of high-quality textbooks, social studies concepts and content are taught through informational texts. Students in all grades read and watch primary source material whenever possible, and make connections to narrative texts with similar themes and settings. Students regularly use a variety of graphic organizers to assist with their content acquisition, and write both analytical and creative pieces to deepen their knowledge of social studies standards.

Teachers use a variety of strategies to teach social studies content, including:

- Direct instruction
- Socratic seminar
- Definition maps
- K-W-L charts
- Question-Answer relationships
- History frames (a version of story maps)
- RAFT papers
- Think-pair-share
- Thesis-proof charts (emphasizes evidence from a text in writing)
- Guided notes in the lower grades; Cornell or column notes in the upper grades
- Document-based questions (DBQs)

Teachers incorporate state, national, and international current events to deepen students' understanding of social studies and social justice concepts.

Social studies standards will be assessed through quizzes, given minimally once per week, and exams, given minimally once every six weeks.

Fourth Grade

Fourth Grade Social Studies teaches students about the history and geography of their home state. This course begins with an introduction to the basic concepts and skills of social studies – reading a map, geography terms, using timelines, reading charts and tables, economic and political basics. The study of California history starts with pre-Columbian societies, early exploration, and its diversity, economics, and rapid growth. There is particular emphasis on milestones in California history, such as the development of the Mission system and the Gold Rush. There is an active emphasis on typically unheard voices; students study indigenous culture in California, and learn how European settlers and conquerors impacted it.

In keeping with Common Core, reading and writing are an emphasis in Social Studies, as in all classes. These skills are assessed in both courses. Students work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

Fifth Grade

Fifth Grade Social Studies examines American History up to 1850. Study begins with indigenous cultures and how residents came to be in North America. Students will learn about European exploration, Colonialism, the Enlightenment, the Revolutionary War, and Westward Expansion. The class will study the foundations of government, democracy, and the Constitution. Fifth grade students will also memorize the 50 U.S. states and their capitals.

In keeping with Common Core, students work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a historical text, and integrating information from several texts to write about a subject knowledgeably. These skills are assessed in both courses.

Sixth Grade

Sixth Grade Social Studies is the study of Western and Non-Western ancient civilizations. The course emphasizes the everyday lives of people and their problems and accomplishments. Students study archaeology, geography, social and political structures, economics, and the spread of ideas. They examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also analyze the interactions and influences of various cultures.

In keeping with Common Core, students engage in increasingly complex analysis of nonfiction texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, comparing and contrasting two authors' versions of an event, and determining an author's purpose in a text. These skills are assessed in both courses.

Seventh Grade

Seventh Grade Social Studies teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course begins with a study of the fall of the Roman Empire and continues with Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

In keeping with Common Core, students continue to analyze nonfiction texts through a variety of methods, including citing several pieces of textual evidence to support analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text, and analyzing author's purpose, including how that author differentiates his viewpoint from others'. These skills are assessed in both courses.

Eighth Grade

Eighth Grade Social Studies is *U.S. History and Geography: Growth and Conflict*. In this course, students study American history from the framing of the Constitution up to World War I. Students study the foundations of our heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students make connections to contemporary social, political, and economic conditions.

In keeping with Common Core, students continue to analyze nonfiction texts through a variety of methods, including citing the evidence that most strongly supports the analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text and assessing whether the argument is sound, and analyzing a case where two or more texts provide conflicting information on the same topic. These skills are assessed in both courses.

Science

Summit Prep's science classes are aligned with Next Generation Science Standards. Students utilize an inquiry model; all materials are aligned with the standards and emphasize hands-on learning.

Collaboration between Science and English Language Arts teachers occurs during shared lesson planning time, as well as teacher professional development sessions. All teachers are expected to align their focus on English Language Arts standards across Science and English Language Arts for logical reinforcement and practice of these standards using fiction and non-fiction genres, and teachers are expected to specify within all lesson plans and assessments the specific English Language Arts standards being addressed.

Science skills are assessed through quizzes, given minimally every week, and exams, given minimally every six weeks, as well as students' midterm and end-of-trimester exams.

Fourth Grade

Fourth Grade Science is a survey of physical, life, and earth science. Students study electricity, magnetism, food chains, ecosystems, rocks and minerals, and the forces that shape the earth's surface. They build simple electrical circuits and electromagnets, observe the ways in which electrically charged objects attract and repel other objects, and see that electrical energy may be converted into heat, light, and motion. Fourth graders study food chains and webs, producers, consumers, and decomposers, and learn about other ecological relationships. They also analyze rocks, minerals, and the process of erosion and weathering. Students use the scientific method to formulate and justify predictions, make observations, conduct experiments, and collect and report data.

In keeping with Common Core, reading and writing are an emphasis in Science, as in all classes. Students work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

Fifth Grade

Fifth Grade Science is a survey of physical, life, and earth science. Students study elements, matter, chemical reactions, plant and animal structures, water, and the solar system. Students learn about chemical reactions and the special properties of metallic elements. They distinguish between atoms, molecules, mixtures, and compounds and study the organization of the periodic table. Fifth graders continue their study of ecosystems as they learn about plant and animal adaptations and the basic principles of physiology. They learn about the human digestive system and blood circulation, as well as respiration and excretion of wastes in plants and animals. Students study photosynthesis, the impact of the water cycle, and the solar system. The fifth grade use of the scientific method includes students developing their own test questions and beginning to plan their own investigations.

In keeping with Common Core, students work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a text, and integrating information from several texts to write about a subject knowledgeably.

Sixth Grade

Students in sixth grade focus on Earth Science. Sixth graders study plate tectonics and their importance for major geologic events, including earthquakes, volcanoes, mid-ocean ridges, and the distribution of fossils, rock types, and climatic zones. They learn the basic of topography, erosion, the effect of the oceans' waves, and the impact of earthquakes, volcanic eruptions, landslides, and floods on the habitats of people and wildlife. Students also study heat energy, fuel consumption, conduction, convection, and radiation. They learn about the sun and solar energy and the differences in pressure, heat, air movement, and humidity. Students learn about various energy sources and natural resources and how to classify them as renewable or nonrenewable. Sixth graders also revisit the life science concepts of ecosystems, as they learn how to categorize organisms and their ecological roles. At this grade level, students perform science investigations with increased independence.

In keeping with Common Core, students engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

Seventh Grade

Students in seventh grade focus on Life Science. Students know the role of cells in living organisms and are able to distinguish plant and animal cells. They study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders learn about genetics, sexual and asexual reproduction, and the role of DNA. They study evolution and Darwin's theories. Students in seventh grade also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They study properties of light, levers, and simple machines. Seventh graders gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

In keeping with Common Core, students engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

Eighth Grade

Students in eighth grade focus on Physical Science. Students study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They identify forces and their impact on objects, while taking into consideration an object's mass. Students learn the role of gravity and gravity's role in the solar system. They know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They are able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students study simple compounds, chemical reactions, and the conservation of matter. They study buoyancy, density, and displacement and are able to predict whether objects will sink or float. Students know the central role of carbon and other key elements in living organisms. Eighth graders continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

In keeping with Common Core, students engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that

gained from reading a scientific text.

Non-Core Courses

In addition to instruction in their core academic courses, all Summit Prep students will benefit from intervention, physical education, social-emotional instruction, and electives. These courses are mandatory, and will be described in the Student and Family Handbook; students will be assessed on the key standards and goals described below. These non-core classes support Summit Prep's mission of preparing students with the academic skills, character traits, and intellectual discipline necessary for success in college.

Intervention

Summit Prep's weekly schedule includes an academic intervention block four times a week. Informally dubbed "Study Hall," this block is an opportunity for teachers to work closely with students to address academic need. Academic interventions implemented during this time may vary – teachers may pull small groups of students to work on math skills, or assign an additional writing assignment to a class that needs extra help on a particular skill.

The intervention block also includes leveled guided reading groups, a hallmark of Summit Prep's academic program. Students' initial reading levels are determined at the beginning of the school year (or upon enrollment) through the administration of the Fountas and Pinnell assessment, and are re-assessed two more times during the year. Teachers will review these data, as well as iReady reading data, in order to ensure that students are placed in appropriate guided reading groups, and to ensure that students are engaged with independent reading books on their appropriate level.

Leveled guided reading time is highly differentiated, both in book level as well as instruction; research has shown that "the best strategy for developing comprehension is for teachers to require students to read a significant amount of age-appropriate, quality material."²³ Students may be reading independently, in small groups with their peers, or with direct instruction from a teacher, depending on their reading level and need. Students may also receive direct phonics and/or phonemic awareness instruction during this time, depending on their reading level and need. In keeping with Summit Prep's emphasis on reading across the content areas, this differentiated reading time is led and monitored by all teachers at a specific grade level, with support from RSP teachers. Teachers teach a wide range of skills during leveled guided reading groups, depending on

²³ Honing, Bill. *Teaching our Children to Read: The Components of an Effective, Comprehensive Reading Program*. Second edition. Thousand Oaks: Corwin Press, 2001.

students' reading levels and needs. These move from lower-order thinking skills to higher-order thinking skills, and include:

- Text preview
- Text features
- Text organization
- Themes
- Character motivation
- Character perspective
- Tracing characters across multiple episodes
- Cause and effect
- Textual recall
- Synthesis
- Compare and contrast
- Prediction
- Inference
- Author's intent
- Symbolism

They teach these skills through a variety of strategies, including:

- Text preview
- Defining key vocabulary in context
- Student retell (with increasing complexity – from simply restating the problem and solution in a text to retelling what happened, why, the impact on characters, and the ultimate resolution)
- Clear “I do, we do, you do” (Direct Instruction, Guided Instruction, Independent Instruction)
- Close reading (line-by-line analysis)
- Student “turn-and-talks”
- Student “think-pair-shares”
- Student “stop and jot” (whole group written response)
- Teacher-led think-aloud
- Student-led think-aloud
- K-W-L charts
- Reciprocal reading
- Evidence-based answers, both written and oral
- Meta-cognitive analysis (“Why did you think that?”)
- Reader's Theater
- Reading reports for both fiction and informational texts (selecting essential quotes or arguments from the text and explaining the importance of those selections)

- Planned book discussions, including techniques such as:
 - Literature circles
 - Questioning the author

Research from 2013's *Great Habits, Great Readers* indicates that the skills and strategies teachers teach and use varies depending on students' reading ability, especially in light of the implementation of Common Core. Emergent, early, and transitional readers – up to a Lexile level of 500 – should receive more explicit phonics instruction, engage in teacher-led read-alouds, and build comprehension skills primarily through narrative texts. They benefit less from independent reading time. Extended readers – those with a Lexile Level above 500 – should build comprehension skills through an even balance of narrative and informational texts, should have mastered phonics, and benefit less from teacher-led read-alouds. They benefit more from extended independent reading opportunities. Teachers will use these guidelines as they work to build lesson plans for leveled guided reading time.

Teachers support small groups of students in a variety of ways during this intervention block, and address EL students' specific needs by using a variety of strategies. In addition to the strategies described above, many of which are applicable for emergent readers, teachers draw strategies from the California English Language Development Standards, including:

- Collaborating with peers on joint reading responses
- Teaching sentence starters to allow students to offer opinions in response to peers' answers
- Pre-teaching appropriate affixes and suffixes (for example, “-end” to indicate past tense, or “un-“ to indicate that a word is negated, as in “unhappy”) and identifying those in context
- Selecting texts with clear chronologies for beginning readers or those acquiring English language skills
- Highlighting similarities and differences between students' native languages and English
- Pre-teaching of key vocabulary
- Use of native language, when necessary, to clarify words or concepts
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas

The intervention block has proven to be one of Summit Prep's most successful strategies, and is a period that students look forward to and recognize as a key lever in improving their academic success.

Health and Physical Education

In all classes, Summit Prep respects the cultural and religious needs of all students and families. If a student cannot participate in a portion of physical education for a religious or cultural reason, Summit Prep will offer an appropriate alternative to that portion of the curriculum.

Physical education courses will be based on the *Physical Education Model for Content Standards for California Public Schools*. The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Physical education classes should develop students' fitness skills and knowledge, while also providing a wonderful opportunity to build a positive school culture and reinforce the strong individual character Summit Prep strives to develop in all students.

Key objectives of the physical education program include:

- Encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- Promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- Strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- Expose students to life activities that will help them to develop healthy lifestyles as an adult
- Discuss health and physical issues pertinent to youth in a supportive forum

Social-Emotional Instruction

Summit Prep prioritizes social-emotional instruction and the development of social-

emotional skills during the regular school day. We believe that the development of these skills is a critical component of developing 21st-century learners, and that students thrive in a safe, responsive environment. All students receive developmentally appropriate social-emotional instruction for at least one period each week; these skills are emphasized over the course of the week in morning meeting, advisory, and all classes and interactions.

Morning Meeting, Advisory, and Closing Meeting

Every day begins with morning meeting (4th-6th grade) or advisory (7th and 8th grade); every day ends with a short closing meeting. This is specific, structured time during which teachers and small groups of students work closely together to build community, develop social-emotional skills, share concerns, and solve problems. 4th-6th grade students also learn and practice meditation techniques that they can use to help themselves self-regulate during the school day.

12. Comprehensive Course List

Summit Prep provides instruction to all students in the subjects below. Core subject areas are designated with an asterisk. Non-core subjects listed below include Physical Education, Intervention, (“Study Hall”), SEL Instruction, and Electives; these classes are not designated with an asterisk.

Subject Area	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
ELA*	Reading and Writing	Reading and Writing	Reading and Writing	Reading and Writing	Reading and Writing
Math*	4 th Grade Math	5 th Grade Math	6 th Grade Math	7 th Grade Math	Pre-Algebra
Science*	Physical, life, and earth science	Physical, life, and earth science	Earth science	Physical science	Life science
Social Studies*	California History and Geography	US History and Geography: Making a Nation	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Times	US History and Geography: Growth and Conflict
PE	Body control Coordination Balance Offensive and defensive drills Health BMI				

	PFT Training Soccer Basketball Volleyball Flag football Calisthenics				
Social-emotional development	Second Step	Second Step	Second Step	Second Step	Second Step

13. Instructional Methods and Strategies to Deliver the Curriculum

Summit Prep’s leadership and staff will ensure that research-proven and practice-proven instructional strategies are used in classrooms with consistency. In addition to the various strategies detailed above, we believe that consistent structure, a gradual release of responsibility, and differentiated instruction with conferencing are components of a transformative educational program. The following strategies will be used by all teachers to ensure that all students can achieve high levels of academic success.

Gradual Release of Responsibility

There are four components of a lesson plan targeted at student achievement:

- **Focus Lesson.** Teacher sets an aim, or objective, for the lesson based on the standard being taught and assessed. Teacher makes a connection to previous knowledge or skills learned and to future lessons.
- **Guided Instruction.** Teacher facilitates student mastery of the objective through direct and differentiated instruction. During this time, teachers lead students through a series of scaffold notes to ensure all learners comprehend the material.
- **Collaborative Learning.** Students work with each other and the teacher to discuss, practice, and engage with the content.
- **Independent Work.** Students apply information used independently. Teachers scaffold practice to differentiate for all learners: those below grade level - those at grade level and those above grade level to ensure that their needs are met.

Teachers are able to identify misconceptions, address errors and adjust instructional practices as necessary. During independent practice, teachers are able to work one-on-one with students to remediate and prevent misunderstandings.

The key to the success of the “I do, we do, you do” technique is the teacher’s judgment on when to move from one step to the next. Teachers should only move to the “we do” stage (guided practice) when students have had ample teacher modeling, and in the most

important piece of teacher judgment, students should only move to the “you do” portion (independent practice) when the teacher is confident that the students can successfully complete the task independently. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful.

We believe that students must be invested in their work and know their individual path in order to achieve the most academic success. Therefore, math and ELA classes include at least one individual conference with students each week; teachers build time for differentiated work and conferencing into the daily schedule. These conferences give teachers the opportunity to check in with students, conduct mini assessments of individual need, and provide students with targeted, immediate feedback. These conferences also inform ongoing differentiated instruction – teachers provide scaffolded materials to address individual or small group needs and build students’ skills in addition to the instruction provided in a whole group setting.

14. Instructional Methodologies and Curriculum to Ensure Mastery of Common Core and Other State Standards

All of Summit Prep’s courses have been designed in alignment with the California Common Core State Standards and Next Generation Science Standards. Summit Prep’s academic staff receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards and lesson planning design. All outside curricula are thoroughly vetted to ensure alignment with Common Core and other state standards.

15. Technology and Technology-Based Skills

The educational world is changing – Summit Prep recognizes that students need access to technology in the classroom in order to access a breadth and depth of knowledge and to be successful 21st century learners. To achieve that goal, Summit Prep is committed to being a one-to-one school; students are provided with computers for use during the school day. Laptop carts and charging stations are available in each room; students utilize laptops to access online instruction, engage with blended learning programs, and take online assessments. Summit Prep administers SBAC-aligned, online interim assessments three times a year; these assessments mirror the end-of-year assessments students will take online, and help prepare them for the technological specificities of those exams.

16. High School Graduation Requirements

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

Summit Prep is not a high school; therefore, this portion of the petition does not apply.

17. WASC Accreditation

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

Summit Prep is not a high school; therefore, this portion of the petition does not apply.

18. Transferability of Credits

Summit Prep is not a high school; therefore, this portion of the petition does not apply.

19. Transitional Kindergarten

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

While termed an elementary school, Summit Prep begins in the fourth grade; therefore, this portion of the petition does not apply.

20. Annual Academic Calendar

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

In order to support students and families, Summit Prep strives to maintain a calendar that closely mirrors that of the Los Angeles Unified School District. The academic year includes 185 school days. In the calendar below, the number in parentheses after each month's name indicates the number of instructional days in the month – for example, there are 13 instructional days calendared in August 2019, 20 calendared in September 2019, etc.

Summit Prep 2019/20 School Calendar

Calendar

edia

Your source for calendars

August 2019 (13)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019 (22)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019 (15)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019 (15)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020 (19)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020 (16)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020 (10)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Regular Instructional Days (138)	White
Early Release Days (31)	Blue
Pupil-Free Days	Pink
Minimum Days (16)	Green
Summer School (10) – as needed, not required	Yellow

21. Sample Daily Schedules

Regular Instructional Day Schedule		
Time	Class/Activity	Instructional Minutes
7:30-7:50 AM	Arrival: welcome, breakfast, morning work	
7:50-8:00 AM	Homeroom	10
8:00-8:24 AM	Morning meeting/advisory Meditation	24
8:24-8:26 AM	Transition/brain break	
8:26-9:16 AM	Reading	50
9:16-9:18 AM	Transition/brain break	
9:18-10:08 AM	Science/social studies	50
10:08-10:18 AM	Morning break	
10:18-11:08 AM	Math Procedures	50
11:08-11:10 AM	Transition/brain break	
11:10-12:00 PM	Math problem-solving	50
12:00-12:20 PM	Lunch	
12:20-12:40 PM	Recess	
12:40-1:30 PM	Writing	50
1:30-1:32 PM	Transition/brain break	
1:32-2:12 PM	Academic intervention	50
2:12-2:14 PM	Transition/brain break	
2:14-3:04 PM	Physical education/elective/social-emotional instruction	40
3:04-3:14 PM	Closing meeting	10
Total instructional minutes		384

Early Release Instructional Day Schedule		
Time	Class/Activity	Instructional Minutes
7:30-7:50 AM	Arrival: welcome, breakfast, morning work	
7:50-8:00 AM	Homeroom	10
8:00-8:24 AM	Morning meeting/advisory Meditation	24
8:24-8:26 AM	Transition/brain break	
8:26-9:16 AM	Reading	50
9:16-9:18 AM	Transition/brain break	

9:18-10:08 AM	Science/social studies	50
10:08-10:18 AM	Morning break	
10:18-11:08 AM	Math procedures and problem-Solving	50
11:08-11:28 AM	Lunch	
11:28-11:48 AM	Recess	
11:48-12:38 PM	Writing	50
12:38-12:30 PM	Transition/brain break	
12:40-1:02 PM	Community Meeting	22
1:02-1:12 PM	Closing meeting	10
Total instructional minutes		266

Minimum Instructional Day Schedule		
Time	Class/Activity	Instructional Minutes
7:30-7:50 AM	Arrival: welcome, breakfast, morning work	
7:50-8:00 AM	Homeroom	10
8:00-8:24 AM	Morning meeting/advisory Meditation	24
8:24-8:26 AM	Transition/brain break	
8:26-9:06 AM	Reading	40
9:06-9:08 AM	Transition/brain break	
9:08-9:48 AM	Science/social studies	40
9:48-9:58 AM	Morning break	
9:58-10:38 AM	Math procedures and problem-Solving	40
10:38-11:18 AM	Writing	40
11:18-11:38 AM	Lunch	
11:38-11:58 PM	Recess	
11:58-12:10 PM	Intervention	12
12:10-12:20 PM	Closing Meeting	10
Total instructional minutes		216

22. Instructional Days and Minutes Calculator

As indicated by the instructional days and minutes calculator below, Summit Prep's academic calendar provides 10,694 more instructional minutes than the mandated 54,000 minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	Yes	138	384	31	266	16	216			185	54000	64694	10694
5	Yes	138	384	31	266	16	216			185	54000	64694	10694
6	Yes	138	384	31	266	16	216			185	54000	64694	10694
7	Yes	138	384	31	266	16	216			185	54000	64694	10694
8	Yes	138	384	31	266	16	216			185	54000	64694	10694
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

23. Early College and Middle College High School Requirements

Summit Prep is not a high school; therefore, this portion of the petition does not apply.

Professional Development

24. Teacher Recruitment

Excellent teachers are paramount to Summit Prep's success, and the school has prioritized teacher recruitment, selection, training, development, and support, creating a group of professionals who celebrate successes, recognize and target areas for growth, and constantly seek to improve on their own practices. Summit Prep is committed to finding and developing the best teachers in the country; a significant portion of time, resources, and internal development has been and will be devoted to teacher recruitment efforts.

The Summit Prep Board of Directors will set compensation for, hire, support, and

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evaluate the Executive Director. The Executive Director, who will supervise and evaluate all staff members, will make all other staffing decisions.

The teacher application and selection process is rigorous, as Summit Prep is committed to developing a deep understanding of each candidate's beliefs, competencies, proven past successes, and ability to work with the Summit Prep team to drive dramatic student achievement. The teacher application process, particularly at the hiring stage, is also fully aligned with all regulatory requirements for teaching in a Los Angeles public school. The application process will take place on a rolling timeline, and will include the following steps:

- Resume, cover letter, and short answer screening
- First round phone interview with a member of the school's leadership team
- Second round in-person interview with the Executive Director and at least one member of the school's leadership team
- Sample lesson (to be delivered at Summit Prep, the candidate's school, or a partner school)
- Reference checks, securing of transcripts, and completion of background checks²⁴
- Offer letter

The staff recruitment and selection process includes, but is not limited to:

- Development of job qualifications and thorough job descriptions
- Posting of job openings
- Participation in career fairs
- Partnering with local agencies, including Teach For America and local schools of education

25. Teacher Professional Development

Summit Prep devotes a significant amount of time to staff professional development. Teachers engage in up to three weeks of full-day professional development immediately preceding the start of the school year. This time is highly structured, and is devoted to curriculum development, culture building, and staff norming around expectations, behavior, and student work. This time is also used to practice Summit Prep's systems and procedures to perfection, to give teachers the opportunity to prepare their classrooms for the beginning of the school year, and to engage in critical conversations around diversity, equity, and restorative justice in the urban classroom. Depending on the instructional team's areas of focus in a given year, this summer professional development can also include intensive training by outside agencies and providers. (For example, in the 2018-19 school year, Summit Prep's entire staff was trained on the Responsive Classroom

²⁴ Summit Prep utilizes the California DOJ and FBI LiveScan system for all mandatory background checks.

model by an outside facilitator in order to ensure full adoption of the program across the school.) This PD time is invaluable, and is a key component of Summit Prep's program.

Teachers continue to engage in professional development over the course of the year; staff and leadership meet every Friday, from 2:15 to 4:15 PM, for 120 minutes each week of dedicated professional development time. These sessions provide the opportunity to analyze data, modify instruction, examine student work, plan targeted interventions, and model instructional best practices.

Summit Prep's instructional team meets every morning from 7:15-7:30 for a daily huddle. While short, this huddle time is invaluable in providing in the moment coaching and professional development.

Finally, Summit Prep teachers engage in three Data Days over the course of the year. These come on instructional minimum days for students, and are calendared to take place shortly after the administration of interim and iReady exams. During Data Days, teachers analyze assessment data and make critical adjustments to their instructional plans.

Professional development topics will include, but are not limited to:

- School culture
- Character development
- Social-emotional skills development
- Responsive Classroom
- Restorative practices in the classroom
- Classroom management
- State content standards and assessments
- Common Core State Standards and assessments
- Long-term lesson planning
- Daily lesson design
- Informal and formal assessment
- Data analysis
- Teaching ELA standards in a literature-based program
- Teaching ELA standards through non-fiction and informational texts
- Integrating reading and writing standards across the curriculum
- Effective feedback for students
- Teacher collaboration
- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Learner strategies and compliance

- Special education strategies and compliance
- Effective strategies for vocabulary development and Academic English
- Protocols for examining student work, observing peers, solving problems, etc.
- Integrating literacy in the content areas
- Integrating technology
- Health and safety
- Mandated reporting
- RTI
- iReady assessments and reporting

The school's academic leadership team conducts regular classroom observations and gives actionable feedback to teachers that can be implemented immediately. These observations take place on a weekly or biweekly basis, depending on the individual being observed and his or her areas of need. Summit Prep has developed robust evaluative rubrics for general education teachers, special education teachers, teaching assistants, and school administrators; each team member has an assigned coach who uses that rubric to conduct these regular evaluations. Each team member is evaluated formally three times a year with the appropriate rubric; rubric scores also help drive differentiated professional development.

Meeting the Needs of All Students

26. English Learners

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

All students, regardless of home language, will be placed in the mainstream, general education classroom. Teachers will be responsible for differentiating instruction in the classroom in order to ensure that the needs of all students are being met. To this end, all classes are taught in English; however, the level of English used with students, both written and oral, will be modified as needed.

Identifying English Learners

Services to English Learners begin with identification. Upon enrollment at Summit Prep, the Operations Manager and Office Clerk make every effort to obtain a student's cumulative records in order to identify their English Learner status.

In the absence of a cumulative record, Summit Prep's staff is trained to distribute a home language survey to all students to determine whether English is a student's home language. California Education Code Section 52164.1(a) contains legal requirements that

direct schools to determine the language(s) spoken in the home of each student. The Home Language Survey consists of four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A parent/guardian retains the right to amend the Home Language Survey at any time. As long as the changes to the Home Language Survey are made prior to the ELPAC Summative Assessment and there is no reasonable doubt as to the student's English language proficiency, Summit Prep will honor the change and initiate the Language Classification Correction process. The ELPAC Coordinator oversees the Language Classification Process.

In keeping with California law, students whose home language is not English will be given the ELPAC within 30 calendar days of their initial enrollment in Summit Prep. The school will also administer the ELPAC, in the appropriate July-October testing window, annually to students who are identified ELs until they are reclassified.

Summit Prep bases its English Learner program on the California ELD Standards. Summit Prep teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our EL Coordinator partners with the classroom teachers to include ELD goals on students' learning plans.

The EL Coordinator uses the student's cumulative folder to track progress toward mastery. The student's cumulative folder contains the latest results from the ELPAC as well as other nationally normed assessments.

Summit Prep's core instructional program is designed to meet the needs of English Learners; all students will benefit from our intense focus on literacy. All EL students will learn with all other students in the classroom during instructional time. This is in keeping with the most recent California English Language Development Standards:

- **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
- **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
- **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

- **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
- **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

In the overview of the ELD standards, the state writes, “The sponsors of the Common Core State Standards Initiative specify that these new standards are intended to apply to all students, including English learners (ELs): The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English Learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.”²⁵

Additionally, Summit Prep teachers will use the California English Language Development Standards and Proficiency Level Descriptors to differentiate instruction for English learners. These are fully aligned with Common Core; therefore, Summit Prep’s Common Core- aligned curriculum will address English learners’ needs on an everyday basis. These ELD standards will provide teachers with additional methods for differentiation, student activities, and appropriate texts for students who are termed Emerging, Expanding, or Bridging English Learners.

Established by the federal Department of Education, *Doing What Works* lists five effective and proven strategies for supporting English Learners.²⁶ We will incorporate the following strategies into each classroom to ensure all students receive equal access to the material being presented.

1. **Screen and Monitor Progress.** Through regular assessments, data analysis, and data-driven instruction, teachers will be able to actively engage with and identify areas of need and quickly provide opportunities for remediation for students. This corresponds directly to the principles of an effective EL program, which requires well-developed assessments. The Principal will oversee the process and ensures that best practices are being used across the teaching staff.

²⁵ <https://www.cde.ca.gov/sp/el/er/documents/nov2013impplanfinal.pdf>

²⁶ <https://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml>

2. **Provide Opportunities for Reading Interventions.** ELs are often at risk for struggling in reading; Summit Prep’s guided reading program offers targeted assistance to ensure mastery and proficiency in English Language Arts. Furthermore, students will be engaged in ability-group Independent Reading Groups to help with fluency, phonemic awareness and English language acquisition.
3. **Be Explicit. Teach Vocabulary.** Studies have shown that students need to learn 3,000- 4,000 new vocabulary words each year (roughly 70 new words per week) in order to understand grade level appropriate materials.²⁷ Summit Prep is committed to providing vocabulary instruction through the use of word lists, word walls and targeted vocabulary review in each class.
4. **Develop Academic English.** Cognitive academic language proficiency (CALP) is necessary if ELs are to achieve academic success. Students must not only possess basic interpersonal communication skills (BICS) of social language; they must also develop content area vocabulary and language specific to academic skills and tasks necessary for higher-order tasks such as comparing, synthesizing, analyzing and inferring. In order for ELs to reach these higher order skills, teachers must explicitly teach and scaffold vocabulary and tasks such as synthesis and analysis. CALP experts have predicted that it may take ELs five years or more to become proficient in CALP. Summit Prep will employ an extended school day and year to accelerate the language acquisition process and student exposure to academic English.
5. **Schedule Time for Peer Learning.** We will implement strategies such as “turn and talks” that give students a brief but meaningful time to discuss topics prompted by the teacher. This will allow for an increase in authentic language practice and can accelerate the acquisition of BICS and mastery of language.

For those students learning English, teachers will employ strategies effective in meeting their specific literacy needs, including:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills

²⁷ Honing, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001.

- Additional phonics, decoding, and fluency instruction during guided reading
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary
- In-school support designed to meet the academic and developmental needs of students at each grade level
- Phonics, decoding, and fluency groups during guided reading
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during study hall (academic intervention)
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

To evaluate the efficacy of the EL Program at Summit Prep, the academic leadership team will look not only at performance and growth on midterm and trimester exams, but also at state-mandated testing and performance on nationally normed assessments such iReady. In addition, we will analyze ELPAC data to determine how students are progressing in regards to language acquisition. We disaggregate assessment results by EL and non-EL students and use this data to improve instructional strategies and professional development sessions.

Summit Prep will continuously monitor the progress of all of our students through weekly quizzes, midterm and trimester exams, projects, tests, written work, and performance on state mandated testing and nationally normed assessments.

Reclassifying ELs

The EL Coordinator is responsible for assessing the English Language proficiency of all currently enrolled English Learners in accordance with California Education Code

Guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's Individualized Education Plan or Section 504 Plan.

An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. Summit Prep notifies parents annually and as necessary of our responsibility to conduct ELPAC testing within 30 calendar days following receipt of results from the testing contractor.

In alignment with the Los Angeles Unified School District, Summit Prep uses the following criteria to reclassify English Learners:

- Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English Language development
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
- Parent/guardian opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

The EL Coordinator monitors the progress of students reclassified as RFEP to ensure that they maintain English proficiency, retests any student who appear not to maintain proficiency, and reclassifies these students as ELs once again if indicated by the school's criteria.

Summit Prep's EL Coordinator and teachers work together to identify the underlying reasons a student may be classified as an LTEL. Summit Prep aims to reclassify students who enter in the fourth grade as an English Learner; however, Summit Prep leadership recognizes that some of those students will already be classified as LTELs. Summit Prep further acknowledges that LTELs may be able to speak English socially but struggle to produce and comprehend academic work in English. Students that are classified as LTELs will benefit from the significant supports listed in this section and in the section devoted to ELA instruction.

Progress monitoring for LTELs is the responsibility of the EL Coordinator in conjunction with the academic leadership team. During RTI cycles, the EL Coordinator will specifically inquire about the progress toward academic mastery of all students with a particular focus on significant subgroups at Summit Prep. The EL Coordinator meets annually with students meeting the criteria of LTEL and their parents. They work in collaboration to analyze current ELPAC and benchmark or state assessment scores, grades, and academic performance in order to set goals for growth and achievement.

They discuss and agree upon supports needed in class and outside of class and student commitments to achieve the goals. Progress monitoring is done on an ongoing basis and the goals and commitments are shared with teachers. Professional development and coaching is provided to teachers needing more assistance in supporting the students in meeting their goals.

27. GATE Students and Students Achieving Above Level

In her 1997 article “The Do’s and Don’t’s of Instruction: What it Means to Teach Gifted Learners Well,” Carol Ann Tomlinson writes, “It begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait.”²⁸

While Summit Prep maintains that this premise is true for all students, and believes that most students will be appropriately challenged by the school’s rigorous academic program, the school and staff are committed to working with students who are performing above grade level to provide additional challenge.

Students earning advanced scores on the SBAC, iReady, or as otherwise identified by the staff as high- achieving, will benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is “cool”
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers

²⁸ <https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well>

- Frequent communication with and engagement of parents in supporting our college preparatory mission
- Opportunities to build leadership skills through peer tutoring

Teachers differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created. Teachers may collaborate with colleagues on higher grade levels to develop advanced content, and draw strategies, techniques, and resources from high-performing high school programs to supplement their classroom instruction. School leaders review proposed enrichment activities and lessons, and provide additional training and support for meeting advanced students' needs. School leaders hold teachers accountable by reviewing student achievement data and through classroom observations.

High-achieving students are also offered extension opportunities during after-school enrichment clubs. These opportunities are subject to change, but have included robotics, Science Olympiad, Math Club, and journalism.

28. Students Achieving Below Grade Level

While staff and school leaders anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, Summit Prep is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. Many students may enter Summit Prep achieving below grade level; the instructional program, as described above, is designed to address those gaps and ensure that students are prepared for the school's rigorous college- preparatory curriculum.

A student at Summit Prep will be considered low achieving if he/she meets the following criteria:

- Performing more than one level below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the SBAC and equivalent scores on nationally normed assessments.
- Earning below 70% in one or more core subjects, therefore signifying the danger of failing the grade and qualifying for retention.
- Not on track to make at least one grade level of growth in reading, writing, and math.

Students with skills below grade level will benefit from the following components of the school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques

- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem-solving and procedures) instruction
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- In-school tutoring time designed to meet the academic and developmental needs of students at each grade-level
- Phonics, decoding, and fluency groups during guided reading
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

In addition to the supports offered to all students, low-achieving students at Summit Prep will be strategically grouped for small-group instruction during academic intervention and will be strongly encouraged to attend after-school tutoring one to four days per week to receive additional academic help. This will allow students full access to all core and non-core content while meeting the students' needs. Their core academic teachers will monitor students' progress weekly; students who are not making progress toward grade-level standards will be referred to the RTI process for further consideration.

29. Socioeconomically Disadvantaged Students

Summit Prep strongly believes that poverty alone does not indicate the need for specific instructional techniques. The school's instructional approaches will be based on each student's instructional needs, not their income level.

Based on data to date, it is anticipated that between 95 and 97 percent of Summit Prep's students will qualify for free and reduced lunch. Summit Prep's school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially "at-risk" students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques

- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem-solving and procedures) instruction
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Phonics, decoding, and fluency groups
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting expectations

Students with Disabilities

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education

pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used

for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the

requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

30. Students in Other Subgroups

Summit Prep offers a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the needs of the student, including counseling, referrals to outside resources; informal and formal counseling; socio-economic assistance; academic support; and family services. Summit Prep partners with GRYD, South Central LAMP, various churches, Kedren Community Health Center, South Central Family Health Clinic, Newton Division Community Liaison Officer, and other providers and support agencies.

31. “A Typical Day”

7:10 AM	A visitor spending the day at Summit Prep would arrive in the morning, shortly after 7:00 AM. She would see that the school is already prepared for the day; a portable whiteboard greets students and reminds parents about the upcoming High School Night later in the week, when the school’s upper grades students will have the chance to meet with representatives from several local area high schools. The school’s Office Manager, Mr. Rodriguez, is supervising a small group of students who have already arrived for the day; some have removed their independent reading books from their backpacks and are reading to themselves, while others are talking quietly about their weekend plans. Students are assiduously annotating the pages by writing notes to themselves on Post-Its; one of the fourth graders tells the visitor that these predictions and questions help him remember important details in what he reads. A group of parents has also gathered; they are standing and discussing the students’ upcoming trip to USC. This will be their second college trip this year.
7:15 AM	Promptly at 7:15 AM, all of Summit Prep’s teachers meet with Ms. Haut and Ms. Peña, the Executive Director and Principal, in one of the classrooms. This is the “teacher huddle,” an opportunity for the entire staff to connect, share important information, and focus on school wide priorities for the day. As a school, teachers are working on prompting students to answer questions in complete sentences, both orally and in writing. One of the teachers reminds the group that one of the homerooms, LMU, has the highest average on multiplication drills, and will be eating lunch with her in her classroom as a special treat. Ms.

	<p>Haut tells the staff that she has heard good feedback from parents about the positive phone calls home teachers are making, and reminds them that it is an important part of promoting appropriate student behavior. The teachers leave huddle at 7:25 AM, and spread throughout the building to their regular morning stations.</p>
7:30 AM	<p>By 7:30 AM, many students have gathered at the school for breakfast before the start of the day. Mr. Nava, the Dean of Culture, opens the gate and greets the students, now lined up and ready to shake hands to start their day. The students have been taught to make eye contact, use a firm handshake, and return the greeting. As certain students enter, Mr. Nava makes quick affirming comments – “I’m ready for an excellent report from your teachers today, Ashley,” and “I heard that you started a new chapter book yesterday, Jose!” The visitor observes that the teachers who shake hands with a student know each student’s name and seem genuinely connected to their success. After entering, students are greeted again by Mr. Castro, the Dean of Students, who does a quick double-check of their uniforms before sending them to pick up breakfast on their way to their classrooms.</p> <p>In the classroom, students place their breakfasts on their desks, take out their books, binders, and folders, and hang their backpacks and jackets on the backs of their chairs before sitting down to eat. The visitor notices that the classroom’s whiteboard is already set up with the day’s objectives and assignments, and students are copying that information onto their daily homework tracker as they eat breakfast. Two students are independently working on the classroom’s computers; one tells the visitor that she is checking the notes her teacher left for her about the persuasive speech she is going to give later in the day. Soft classical music sets a tone for the room, and the visitor is struck that each student seems to follow the morning routine without a reminder.</p> <p>By 7:40 AM, all students have arrived. Five student homework checkers grab clipboards from the front table and work with their classmates, scanning their homework assignments to make sure they are complete. Today, all but two students have completed their homework; the homework checkers make note of this on the clipboard, and quickly place stickers on the classroom homework tracker, displayed on the side wall, to indicate completion. Mrs. Pareja, the homeroom teacher, quickly transfers this homework completion data into Class Dojo, an online tracker; the entire Summit Prep staff will now be able to access that information and follow up with students individually. This is in keeping with the staff’s philosophy: they are schoolteachers, not simply</p>

	<p>classroom teachers, and they are all responsible for students' success. Another student is collecting field trip permission slips for the upcoming college visit, which she alphabetizes and hands to her teacher. Two more students collect their peers' backpacks and jackets, and place them in a closet in the back of the room, where they will stay until dismissal. The visitor notices a chart on the wall delineating these classroom jobs; a student tells her that each job is very important to the classroom, and that students applied for the positions they wanted at the beginning of the trimester.</p> <p>At 7:50 AM, Mrs. Pareja greets the students with her normal morning greeting: "Good morning, Furman!" The students enthusiastically echo her greeting – "Good morning, Mrs. Pareja!" Mrs. Pareja reminds the students with a smile that they were the ASCEND point champions last week, and that they have earned ten minutes of free reading time as a reward. The students grin widely, and the entire group bursts into silent applause – hands raised and fingers wiggling – in excitement for this honor. Mrs. Pareja then moves to review the ASCEND value of the week that the entire school is focused on. This week, it is Empathy; together, she and the students brainstorm ways that they can show empathy to each other.</p> <p>At 8:00 AM, the students officially transition into Morning Meeting. On Mrs. Pareja's signal, they all move to the rug at the front of the room; together, they read the morning message. This morning's meeting includes a community circle; the visitor watches as the students pass the talking piece from one to another, and listen respectfully to their classmates. When students return to their seats, Mrs. Pareja guides them through a few minutes of meditation to help them start their day on a calm note.</p> <p>Glancing through the window at the classroom next door, the visitor notices eighth grade boys wrapping up their advisory meeting. They are working on a community service project – the visitor notices that they are laughing with each other, and that they seem to have a strong friendship in place.</p>
8:30 AM	<p>Reading class always starts with a Do Now, except for today. Today is the last chapter of Kate DiCamillo's <i>The Tale of Despereaux</i>, and Ms. Perez, the fourth grade reading and writing teacher, promised the class that they could move straight back to the read-aloud of the novel. Students squirm with anticipation until Ms. Perez finally motions them to the rug. They review what happened in the previous chapter, and Ms.</p>

	<p>Perez asks them to turn and talk with a partner to share predictions for the final chapter. When she opens the book to read, the students turn all of their attention to her. She reads confidently, pausing to quickly define unfamiliar words in context, and the students hang on her every word. The final chapter is a satisfying conclusion to what has been a thrilling story; the class applauds when Ms. Perez closes the book for the final time. She leads the class in a discussion of author's craft, and the group talks about how the character of Desperaux developed over the course of the novel. She shows the class where to find more of Kate DiCamillo's books in the classroom library, and the students seem excited to check them out to read on their own.</p> <p>When students return to their desks, Ms. Perez reviews the reading analysis objective for the day, and leads a mini-lesson on character traits. Students write paragraphs describing characters from <i>The Tale of Desperaux</i>, using at least three examples of evidence from the text to support their descriptions. Ms. Perez circulates as students write independently, identifying common areas of strength and weakness in her students' work. She realizes that a majority of students are still struggling with integrating quotes from the text, so she calls the class back together and selects a few paragraphs from the group to correct with the whole class; students are respectful of their peers' work, and offer constructive ways to make their writing better. The entire class then reviews their own paragraphs, identifying and correcting their own mistakes. As students rewrite, Ms. Perez makes a few quick notes in Dojo, adding details about student progress on this standard. This will help the other fourth grade teachers, all of whom address reading and writing standards in their classes.</p> <p>The few students whose work was shared then have the opportunity to read their newly edited examples out loud to the whole class. A few students have worked on a more challenging prompt, asking them to not just describe characters, but to compare and contrast two of them; Ms. Perez later tells the visitor that the differentiated assignment was given to students performing above grade level on that particular standard.</p> <p>Three minutes before the end of reading class, Ms. Perez quietly asks the group to track her; students immediately put their pencils down and direct their attention to the front of the room. Without fanfare, she begins to read from <i>James and the Giant Peach</i>, the next novel the class</p>
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	<p>will be reading as a group. Students' eyes grow wide as she describe James's nasty Aunt Sponge and Aunt Spiker, and the visitor is just as disappointed as the class when Ms. Perez closes the book abruptly and tells them they will continue tomorrow. Ms. Perez concludes the class by leading a quick discussion about the ASCEND points they have earned for the day, thanks them for their hard work, and the group gets ready for math procedures.</p>
9:20 AM	<p>Students make a quick transition to their seats for math class, immediately put last night's homework on the corner of their desks, and begin to complete the Do Now on their individual whiteboards. Today's Do Now is a series of word problems about area and perimeter, with a couple of bonus problems on volume.</p> <p>When the timer chimes at three and a half minutes, Ms. Cook invites a few students up to the main whiteboard to show their work and explain their answers to the class. When the first student begins to explain, the visitor observes the rest of the class SLANTing – sitting up straight, listening, asking and answering questions, nodding, and tracking the speaker. When one of the students realizes that his work has led to an incorrect answer, he looks immediately to Ms. Cook, who reminds him to call on a classmate for help; several of his peers have their hands in the air, ready to provide assistance. No one in the class laughs or teases him for his mistake; in fact, several students erase their own whiteboard and make the same correction as he reworks the problem on the main whiteboard. Ms. Cook thanks the class for their respect, and comments on the student's persistence in working through a tricky problem.</p> <p>Ms. Cook leads the class through a quick scoring of the homework assignments, pausing to answer questions about the most commonly missed questions. Students use their green pens to make corrections, and notate the number of questions they got right at the top of their paper and on their homework tracker. Ms. Cook times how quickly they can pass their papers to the middle and then to the front – “23 seconds, which is four seconds faster than yesterday!” – and a student reads the objective for today's class as Ms. Cook scans the homework scores.</p> <p>Ms. Cook teaches a lesson on finding the area of irregular polygons, and stops every few minutes to check for student understanding. After she demonstrates several sample problems, with students completing the same problems from their math packets, she has students talk her through three more problems while the rest of the class takes notes. She intentionally makes a mistake on one problem, and asks students to turn</p>

	<p>to their partner to explain what mistake she has made and how to fix it. Students then complete three more problems in pairs. After each pair finishes and holds up their whiteboards, she gives them permission to move on to the day's independent work.</p> <p>Once all of the students in class are working independently and Ms. Cook has circulated to observe their work, she calls a group of four students to the side table. Based on the scores from last night's homework and yesterday's exit slips, these are the students who need some additional instruction. She works with them for five minutes, re-teaching the skill and giving them feedback as they practice; confident, she sends them back to their seats to work on today's assignment and five additional problems from yesterday's objective. She continues to circulate throughout the room.</p> <p>With five minutes remaining in class, Ms. Cook directs students to the exit slip at the back of their packets. Students silently complete the three objective-aligned problems and pass their papers in to the front of the class; Ms. Cook will review these during her planning time to determine students' mastery of the objective. In the final minute, Ms. Cook asks a student to summarize the day's objective and directs the class to put away their materials in preparation for break. The visitor notes that, as students begin to put away their materials, Ms. Cook is already inputting exit ticket data into Illuminate, the school's student information system, which will allow her to make modifications to her upcoming lessons and student groupings.</p>
10:10 AM	<p>Break is short. Students are provided a nutritious snack and eat at the desk while reading from their independent reading books. Four students head immediately to the classroom computers, log in, and take a short comprehension quiz on the books they have just finished; they then record their quiz scores on their independent reading logs and select a new book from the leveled classroom library. Students are excited for teachers to review their reading logs at the end of the week. During break, students are allowed to use the bathroom without asking; they must ensure that a classroom pass is available, and know to go quickly so that their peers can as well. Ms. Cook has turned on soft jazz music, and students are speaking quietly to each other.</p>
10:20 AM	<p>Mrs. Pareja returns for the day's social studies lesson. Students begin their Do Now, filling in a timeline on the California missions; Mrs. Pareja then reviews the day's objective. She starts the day's instruction with a short lesson on nonfiction textual features, and moves students into reading a short passage by a member of the Acjachemen nation that</p>

	<p>describes the changes brought by the Mission San Juan Capistrano. The day before, they read a passage by one of the mission's priests; as they finish their reading, they continue filling in a graphic organizer that compares and contrasts the details from both passages. The visitor notes that three students are reading from different versions of the same passage; Mrs. Pareja quietly notes that those are modified versions of the reading for students with IEPs. As they read, several students look up at the classroom word wall for essential vocabulary.</p> <p>Working in small groups, students use their graphic organizers to answer questions about life for different groups of people during the time period; remembering the morning's reading lesson, Mrs. Pareja reminds students how to integrate details from their reading that support their arguments. Students are actively referring to their notes and the passages they read, and the visitor notices one group using additional details from their history textbook as well. Mrs. Pareja moves from group to group, asking probing questions and reminding them to write in complete sentences; when a group says that they are stuck, she does not direct them immediately to the right answer, but asks questions that prompt their thinking.</p> <p>With just a few minutes left in class, Mrs. Pareja calls on different groups to read their answers to the assignment's questions, and tells the class that this work will build into a longer compare and contrast essay that they will begin tomorrow in class. She ends the class period with a quick social studies vocabulary game, and awards the coveted Social Studies Star button to the winning student, who proudly pins it to her shirt.</p>
11:10 AM	<p>Ms. Perez returns for the class's second literacy block of the day, their writing class. She places the day's grammar Do Now on the overhead, and students turn to it in their binders and begin to work, using standard editing marks to correct common errors in capitalization, punctuation, and frequently confused homophones; they are working on the correct usage of words such as "to" and "too" in their writing. When the timer sounds at the end of three minutes, Ms. Perez greets the group with her usual writing class greeting – "Good morning, authors!" "Good morning, Ms. Perez!" the class responds. Ms. Perez then invites three students to the front of the room to show their Do Now corrections while the class follows along on their own papers.</p> <p>The fourth-grade writing test is coming up, and students are in the middle of their narrative writing unit. Today they will spend the bulk of</p>

	<p>the class period responding to a prompt asking them to tell the story of the time someone surprised them, making sure to describe their response, as the main character, to the situation. While they work independently through the steps of the writing process, Ms. Perez moves around the room, stopping to read each student's work, and giving pointers, praise, and pushes accordingly. With two claps, she brings the whole room back together – while they track him, he reminds the class to whisper-read their drafts out loud to ensure their sentences are complete. After the class returns to their work, she spends several minutes conferencing with two students who are stuck; they work together to produce a stronger outline, and Ms. Perez watches as the students start to add detail to their main idea.</p> <p>Seven minutes before the end of class, Ms. Perez asks students to share their drafts with their partners, and reminds them that their homework assignment is to bring a second draft with them tomorrow.</p>
12:00 PM	<p>As writing class concludes, students move into their groups for their leveled guided reading period. Small groups of four to six students are s the same novel, which they have been guided toward based on their reading ability. Students sit in circles, reading aloud to each other from their book; their bookmarks, the visitor realizes, are printed with lists of guiding questions such as “Stop and think about why the character acted that way. What do you predict will happen next?” that students pause and ask each other. Ms. Perez, who has remained in the room, is sitting with one group to help reinforce their comprehension skills as they transition from picture books to chapter books. They are showing progress, but still need reinforcement to maintain concentration with longer stories. Ms. Perez has also been joined by Ms. Boguski, one of the school's RSP teachers, and Ms. Castro; while Ms. Boguski works with a small group of students to master specific decoding skills, Mr. Castro is working with a small group of EL students, pre-teaching new vocabulary words that he knows will come up in their new novel. Ms. Perez keeps an eye on the room, and occasionally reminds students to keep their voices at library level when voices start to rise enthusiastically.</p> <p>Five minutes before the end of class, Ms. Perez calls on one group, which has recently finished their book, to make a recommendation to the class. The group gives a short summary, describes the book's major themes, and ranks it four out of five stars; Ms. Perez , knowing her students' reading abilities, suggests that it might be a great new</p>

	challenge for three of the students who are ready to push themselves. The students put their books away, push in their chairs, and line up to go to lunch and recess.
12:50 PM	After students have played outside for 20 minutes, they head to the lunchroom to pick up their food. The rule in the lunchroom is that it must sound like a nice restaurant; students thank the server politely as they pick up lunch and head out to the tables. Students are expected to talk quietly with the other students assigned to their table. Teachers circulate and check in with kids as they enjoy their lunch together. When teachers give a silent signal, students know that it is time to clean. At this point, the students work together to wipe down their tables and throw away their trash before lining back up for class. While waiting for all the students to join the line, Ms. Haut and several of the teachers take turns calling out mental math problems that the students answer in unison.
1:30 PM	<p>As students return from lunch for their second math class of the day, Ms. Cook has put up several problems on the overhead, all related back to this morning's lesson on irregular polygons. Students again quickly pull out their whiteboards and begin working, pausing to look back at the formula sheet they used in class earlier in the day.</p> <p>The math lesson draws on the geometry skills Ms. Cook has been teaching in the math procedures class, with additional skills brought in from earlier in the unit. She models how to solve a complex work problem, then asks students to talk with a partner about what other method she might have used to solve the same question; two pairs share their responses, and, as a class, the students use both alternative methods to solve the question. Ms. Cook then asks the class to take two minutes to write about which method was easiest to use, polling the class when they are done to find out which students think is the best.</p> <p>Students continue to work independently for the remainder of the period on additional word problems. At the end of each, they stop and write an explanation of how they arrived at their answer; Ms. Cook reminds them that math scholars always explain their thinking thoroughly so that she can understand the steps and methods they used. Ms. Cook spends extra, individual time with EL students so that they can express their ideas as clearly as possible. With ten minutes left in the period, Ms. Cook splits the class in half, assigning one problem to each side of the room; after they have come to a solution, students must pair up with a member of the other group to explain their problem, solution, and rationale.</p>
2:24 PM	Today, the fourth grade is headed to physical education, which occurs

	two days per week. The visitor watches as they head outside for kickball; students organize into teams, and Ms. Perez reminds them of their appropriate behavioral expectations. For the next 40 minutes, spirited play ensues, with students cheering for their teammates from the sidelines. At 3:00 PM, students who have the job of equipment managers collect the balls and return to them to their appropriate place in the main office, and the class moves back inside for the rest of the day.
3:04 PM	The last few minutes of the day are spent in closing meeting, a consistent block across the school. Mrs. Pareja reviews the ASCEND points that the students have earned over the course of the day, and asks them for shout-outs for their peers. The fourth graders thoughtfully praise their classmates for their determination, empathy, and community-building skills over the course of the day. Students move swiftly to their classroom jobs; the visitor notices some of the kids distributing backpacks, while others sweep the room and tidy the classroom library. At 3:14, students are sitting quietly in their desks, reading to themselves while Mrs. Pareja calls their names for dismissal.
3:25 PM	Most of the students head home, cheered by affirmations from Ms. Haut and Ms. Peña as they leave for the day. Others, though, are staying for after-school activities; some join Ms. Williams for Spoken Word Club, others meet Ms. Sidiqi, Ms. Samson, and Ms. Cook for math tutoring, and a large group runs onto the field for Sports Club with Mr. Hoang and Mr. Nava. The students in running club take off after Mr. Bretado.
4:15 PM	Students and teachers are tired but satisfied. The students are dismissed from clubs, and teachers and staff work together to close out the day and prepare for tomorrow. The work is intense, but every day brings the students one day closer to college and a more successful future. The visitor is awed by the intensity with which the school leadership, teachers, students, and families work together to pursue the school's mission.

Element 2 – Measurable Pupil Outcomes

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

1. Measurable Goals of the Educational Program

Please see Element 1, Section 8, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

2. Measurable Pupil Outcomes: Summative Assessment Performance Targets

See Element 1, Section 8, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

3. Schools that Do Not Participate in CAASPP

Summit Prep does participate in the CAASPP assessment; therefore, this section is not applicable.

4. Other Performance Targets

See Element 1, Section 8, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

5. Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Summit Prep’s mission is to educate fourth through eighth grade students for success in the most selective high schools and colleges.

To achieve this mission, Summit Prep recognizes that the efficacy of the instructional program and the impact on student outcomes must be assessed regularly with a variety of tools. Frequent and systematic assessment will provide school leadership and teachers with essential data that will allow them to analyze the instructional program, adapt instructional techniques, and continue to set and meet ambitious goals for student achievement. It also allows students to track and reflect on their own successes and areas for growth.

The school’s leadership believes in the value of standardized test data, and recognizes that no single assessment provides a comprehensive picture of student progress. Common among all 90/90/90 schools – those in which more than 90 percent of students are eligible for free and reduced lunch, more than 90 percent are from ethnic minorities, and more than 90 percent met or achieved high academic standards – is the “frequent assessment of student progress and multiple opportunities for improvement.”²⁹

²⁹ Research conducted at the Center for Performance Assessment, based on data collected from over 130,000 students in 228 schools over the course of four years (1995-1998).

Summit Prep will utilize the following formative assessments:

Exam/Assessment	Description	Frequency
Fountas and Pinnell (F&P) ³⁰	The F&P assessment is a nationally normed reading assessment that Summit Prep teachers utilize in order to determine literacy intervention needs. Summit Prep's literacy program and intervention system is described in greater detail in Element 1 .	Administered formally three times per year; may be administered more frequently at the request of any stakeholder (student, teacher, or parent/guardian).
iReady ³¹	iReady is a nationally normed, computer adaptive assessment administered in both math and ELA. The assessment tracks student achievement and growth, and provides detailed insight into specific areas of need and opportunities for enrichment.	Diagnostic: administered formally three times per year, typically at the beginning of each trimester; may be administered more frequently at the request of any stakeholder (student, teacher, or parent/guardian). Students often advocate to retake an iReady assessment in order to demonstrate their academic growth. Growth monitoring: administered monthly
Smarter Balanced interim assessments ³²	The Smarter Balanced interim assessments are developed in concert with the SBAC. These interims mirror the question types and content that students will encounter on the SBAC	Administered three times per year.

³⁰ <http://www.fountasandpinnell.com/default>

³¹ <https://www.curriculumassociates.com/Products/i-Ready>

³² <http://www.smarterbalanced.org/assessments/interim-assessments/>

	summative assessment at year's end; interims provide teachers with an opportunity to address specific areas of need.	
Teacher-created formative assessments	Summit Prep's teachers create a number of formative assessments based on content area standards. These include, but are not limited to, exit tickets, classroom quizzes, unit tests, student-written essays, homework, and inquiry-based experiments and projects.	Administration is dependent on the type of assessment.
Curriculum-created formative assessments	Summit Prep utilizes rigorous and reliable curriculum across content areas. These curricula include various forms of formative assessments, including, but not limited to, exit tickets, classroom quizzes, unit tests, student-written essays, homework, and inquiry-based experiments and projects.	Administration is dependent on the type of assessment.

6. Data Analysis and Reporting

Assessment data is irrelevant without critical analysis. As Paul Bambrick-Santoyo writes in *Driven by Data*, "effective data-driven instruction is almost always premised by...assessment, analysis, action, and culture."¹¹⁶ After the schoolwide assessments detailed above, data will be collected and shared with teachers for rigorous analysis within one week of their administration. Teachers are expected to grade assessments of their own creation within one week of administration and share those results with students.

Diagnostic assessments, detailed above and including the F&P assessment and iReady, will be administered at the start of each school year, as well as during the school year, as

needed, for students entering off the waiting list. These results will determine a baseline for students in English Language Arts and math.

After the administration of each iReady diagnostic, Summit Prep’s instructional staff (leaders, teachers, and teaching assistants) gather for a schoolwide “data day” – time set aside to closely analyze and respond to data. This analysis informs a variety of school-based decisions:

- Instructional decisions (how to teach) – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly.
- Curricular decisions (what to teach) – for example, reteaching and reordering objectives in an upcoming unit to better meet students’ needs based on scores from interim assessments. This process takes place through a system of “battle planning” in which teachers create and submit specific, goal-oriented plans to school leadership.
- Professional development decisions (how to support teachers) – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students’ assessment scores.
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to guided reading groups for an upcoming six-week period based on F&P scores.

Specifically, data allow the staff to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans will identify:

- Skills and concepts to be retaught to the entire class
- Skills and concepts to be retaught to small groups during class
- Skills and concepts to be retaught to individual students
- Adjustment to existing small groups for reading and math instruction
- Students in need of intense remediation
- Opportunities for teachers to strengthen instructional techniques during professional development
- Inform parents of student growth and proposed supports or enrichments

Teacher-created assessments as described above will inform daily and weekly lesson planning. Teachers have grade-level planning built into their daily schedule, and meet in content-area teams at least twice weekly to review data generated from daily student work: Do Nows, Homework, Exit Tickets, and Quizzes. These meetings take place during the school day and after school, and are guided by the Principal and Deans. This data analysis will help ensure that all students are progressing toward mastery, and will allow teachers to make adjustments to instructional plans and delivery to address specific students’ needs.

To ensure that Summit Prep continuously uses, analyzes and reports data, we are committed to full transparency to all stakeholders, including but not limited to the Board of Directors and students and families.

The Executive Director reviews schoolwide diagnostic data and presents it on a trimesterly basis to the Academic Accountability Committee and the Board.

Students and families receive regular academic and behavioral reports tracking individual student's growth and successes. Students receive a progress report at the midpoint of the trimester, and a report card at the end of the trimester; progress reports and report cards are sent home in the preferred home language. At the end of each trimester, parents/guardians are invited to a parent-teacher conference in which the teacher reviews an individual student's grades, as well as progress on the nationally normed assessments described above. Conferences are held in the preferred home language or translated as necessary. Materials regarding nationally normed assessments are presented in the preferred home language.

State testing results are sent to families, per California requirements, and are discussed at monthly *cafecitos* (meetings with parents and school leadership). Finally, the School Accountability Report Card (SARC) is published yearly, and contains information about Summit Prep's progress toward goals.

7. Grading, Progress Reporting, and Promotion/Retention

Summit Prep adheres to strict promotion criteria. It is not automatically assumed that a student will pass from one grade to the next; each student must earn promotion by demonstrating mastery of essential knowledge and skills. Summit Prep is committed to ensuring that students are academically prepared for the next grade before they are promoted. Summit Prep is also committed to providing significant supports, and thus retention prevention, to students; all students participate in 200 minutes of intervention each week (50 minutes per day, four days per week). Struggling students are strongly encouraged to participate in additional academic intervention before school, after school, and during lunch/recess.

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher. All grades will be calculated based on a student's achievement in five areas: homework, tests and quizzes, along with midterm and cumulative end-of-trimester assessments. While teachers will have some flexibility in determining the exact percentage of the total grade that each carries, the percentages must fall within school guidelines.

A student's final annual grade will be calculated as the average of their three trimester grades. Parents will be notified each trimester that a student may be at risk for retention, based on grades to date. This is in keeping with *California Education Code 48070.5*,

which mandates that “pupils who are at-risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable.”³³

The final retention notification will be sent home, via letter, with the Trimester 3 report card on Tuesday of the final week of school. This letter will detail the student’s final annual grade in the course(s) in question, and the requirement to complete summer school, as detailed below, in order to be promoted to the next grade. This policy is in keeping with *California Education Code 48070.5*, which mandates that “the [promotion/retention] policy shall provide for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of...the pupil’s grades and other indicators of academic achievement.”³⁴ The Principal makes all final retention decisions.

Any student who receives below a 70% in one or two core classes will attend summer school, and will retake the end-of-year exam in the subject(s) needed at the conclusion of summer school. The student must pass the exam(s) with a score of 70% or higher. Any student receiving less than 70% in more than two core classes demonstrates a deep need for further work at the grade level and so will not be eligible for summer remediation and may be retained. This policy is in keeping with *California Education Code 48070.5*, which allows for a promotion decision to occur “contingent upon the pupil’s participation in a summer school or interim session remediation program...the pupil’s academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time.”³⁵ Summit Prep may develop an alternate summer school and exam plan for students and families with significant mitigating factors.

While retention due to lack of effort is not something to be celebrated, we believe that there is immense value in a student’s ability to recognize his or her mistakes and strive to do better. Therefore, we will cultivate a school atmosphere in which retention is not something to be ashamed of, but rather an indication of a student’s perseverance and determination. In fact, this tenacity is specifically celebrated in our ASCEND values, in which Determination is rewarded.

In keeping with *California Education Code 48070.5*, parents may submit a written appeal of a retention decision; this appeal must be made within ten business days of the retention decision. The Education Code stipulates, “the burden shall be on the appealing party to show why the decision of the teacher should be overruled.”

Additionally, time in school is essential for mastering rigorous, college preparatory skills. Therefore, if a student misses 15 or more days in an academic year, he or she may be retained. Summit Prep will examine the attendance requirement for all students with

³³ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48070-48070.6>

³⁴ Ibid.

³⁵ Ibid.

medical issues, and will waive the attendance requirement on a case-by-case basis as appropriate. Summit Prep does not conduct social promotion. However, the school recognizes the academic and life risk a child who is retained more than once faces. Therefore, Summit Prep will develop individualized support plans for any student being retained, and will work closely with the student and family to best support completion of all grade level requirements and thus promotion to the next grade.

These policies will be clearly communicated to students and families in the Student and Family Handbook provided to families before the start of each school year and reviewed with families during enrollment and orientation sessions. Parents will be notified after the administration of midterm exams, in September, January, and April, of a student's midterm grades, and of the risk of retention based on the cumulative grade to date. This notification will be sent home in a letter with trimester progress reports.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter

school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall

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comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

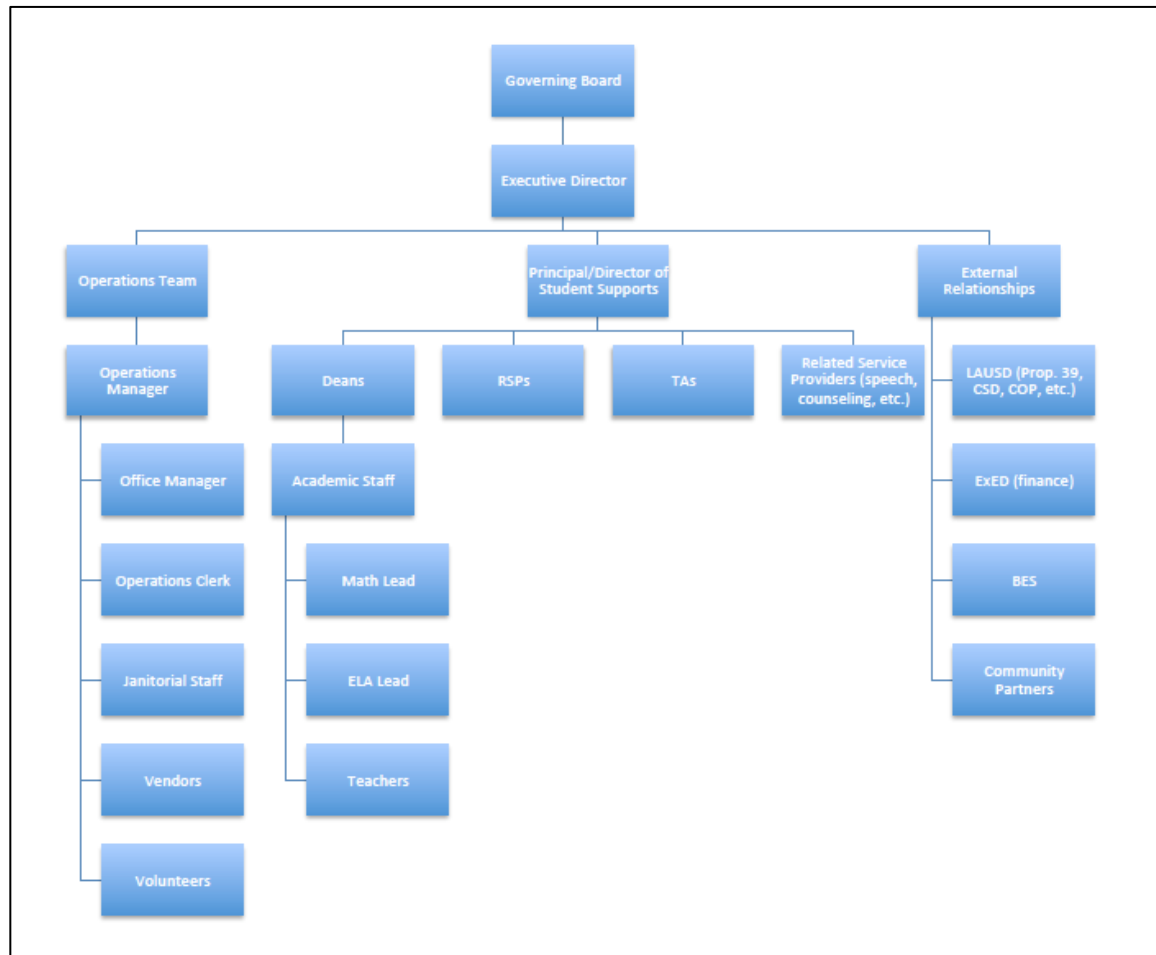
1. Governance Structure

Summit Preparatory Charter School is a direct-funded, independent charter school, a California Non-Profit Public Benefit Corporation. The Charter School is governed by Summit Prep's Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and any contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Summit Prep is governed by the Summit Preparatory Charter School Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the term of this charter.

1. Organizational Chart



Board of Directors: Major Responsibilities

The Board's responsibilities include, but are not limited to the following:

- Promote, guard and guide the vision and mission of Summit Prep Ensure the school meets its mission and goals
- Hire, supervise and evaluate the Executive Director Approve all contractual agreements over \$5,000.00 Adhere to the school's Fiscal Policies
- Approve and monitor Summit Prep annual budget
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Summit Prep in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Summit Prep.
- Contract with an external auditor to produce an annual financial audit according

- to generally accepted accounting practices.
- Regularly review the progress of both students and staff. Approve the school calendar and schedule of Board Meetings. Approve Charter Amendments
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code. Hold meetings in accordance with the Ralph M. Brown Act.

Governing Board Composition and Member Selection

The Board of Directors will include four positions as elected by a majority of the board to meet specific organizational needs:

The **Chair** of the Board of Directors leads the Board of Summit Prep. Responsibilities include:

- Presiding over all meetings of the Board of Directors and other meetings as required
- Coordinating with the Executive Director, other board officers, and committee chairs to develop the agendas for board meetings
- Disseminating important information to the other members of the Board
- Reviewing organizational efficacy and setting organizational priorities for future development
- Appointing committee chairs
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations

The **Vice-Chair** serves in the capacity of the Chair of the Board in the event the Chair is absent.

The **Treasurer** is entrusted with financial responsibilities of the Board. Responsibilities include:

- Serving as the chair of the Finance Committee
- Ensuring that Summit Prep complies with District, state, federal, and other statutory reporting requirements
- Working with the Board Chair and the Executive Director to ensure financial records are current and accurate
- Participating in the preparation of the annual budget
- Working with the school's administration to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties
- Reviewing monthly financial statements prepared by the school's administration

- Ensuring that required financial reports are prepared accurately and in a timely manner
- Reporting to the full Board regularly to ensure that the Board fully understands the financial health of the organization

The **Secretary** is the chief record keeper for the Board. Responsibilities include:

- Certifying and keeping both a hard copy and an electronic copy of the bylaws as amended or otherwise altered to date
- Recording official minutes of all meetings. Minutes shall record the location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- Keeping copies of agendas and minutes of all meetings and committees and ensuring these documents are available at the school's main office
- Maintaining Board records, including agenda and minutes, per the provisions of the Brown Act
- Ensuring that all notices are duly given as described in the bylaws or as required by law
- Performing other duties incident to the office of Secretary

The Board of Directors will conduct self-evaluations on an annual basis.

Board members serve as volunteers and shall not receive compensation as members or in any other capacity, for any service, product, or work related to Summit Prep. The Board will set compensation for, hire, supervise, and evaluate the Executive Director, and will delegate all day-to-day management decisions to the Executive Director. The Executive Director will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial dashboards, and academic dashboards provided to the Board at monthly Board meetings, publicly held in full accordance with the Brown Act. The Board will set evaluative measures in place to monitor and report on the effectiveness of the Executive Director and will provide an annual written evaluation to the Executive Director, and will maintain this evaluation as part of the personnel file for the Executive Director.

3. **Member Selection**

A committed and high capacity Board of Directors is essential to the success of Summit Prep. The Governance Committee through a careful screening process will identify new members. Annually and as needed, the Governance Committee will work with the Executive Director and Board Chair to determine the Board's need for new members and solicit nominations from existing directors aligned with these needs. The committee will coordinate a series of meetings with each suitable candidate, and recommend the best-

qualified individuals for full board approval. The board will consider a new applicant, and within a public meeting and in full compliance with the Brown Act take a vote regarding board membership. As outlined in the Bylaws, a majority is required to admit a new member. The Governance Committee will also coordinate an annual self-evaluation with each Director.

Directors shall serve for a term of three (3) years, renewable by mutual consent of the Executive Director and the Board.

Board of Directors

The Summit Prep Board of Directors currently consists of six members.

Governance Procedures and Operations

4. Meeting Requirements

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum.

The Board meets quarterly, at a minimum. Board Committees meet regularly and report to the entire Board at each Board meeting. All Board Meetings are conducted in accordance with the Ralph M. Brown Act. The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held annually at a time, date, and place as may be specified and noticed by resolution of the Board of the Directors.

All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held at the charter school site with telephonic participation available within the requirements of the Brown Act.

A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meetings must also be noticed and

conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

- a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the school's jurisdiction;
- b) All votes taken during a teleconference meeting shall be by roll call;
- c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;
- d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda;
- e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the school's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school's website and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public. Robert's Rules of Order shall govern the conduct of all meetings.

Summit Prep has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors attends an annual in- service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

5. Governing Board's Decision-Making Procedures

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which Summit Prep was established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Summit Prep any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Although the Summit Prep, Inc. Board of Directors delegates management of the school to the Executive Director, the Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are: an unwavering commitment to seeing our students superbly prepared for high school, college, and leadership. All board members bring a set of personal and professional skills, which include but are not limited to:

- Believe in charter schools and in the mission and vision of Summit Prep
- Believe that all children, regardless of their demographics, can and will achieve at the highest levels of academic success given the right supports
- Availability and desire to participate meaningfully in governance responsibilities
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, community organizing, community engagement, strategic planning, or other area of critical need as determined by the Board
- Willingness to leverage personal and professional relationships on behalf of the school
- A deep commitment to improving the quality of education for children
- Demonstrate a high regard for ethics in both a personal and professional capacity

6. Stakeholder Involvement

Summit Prep Leadership is committed to ensuring that all stakeholders, including families, feel included in the decision-making process. Research continues to show that parental involvement and engagement is critical to student success and Summit Prep invests time in parent programming to ensure that students and families feel heard and valued.

Summit Prep views parents as partners and leadership seeks their input regularly through informal and formal parent groups. Formally, Summit Prep's School Site Council meets

once monthly and adheres to Robert's Rules of Order.

Summit Prep's School Site Council is composed of at least 10 members, selected by their colleagues, as follows:

- Three classroom teachers
- One other school staff member
- Five parents or community members
- The Executive Director shall be an *ex officio* member of the SSC

This number may be increased as long as a 50% parent or community members ratio is held and teachers make up the majority of the other 50% of the SSC.

Summit Prep's School Site Council focuses on three key areas of the school:

- Programmatic
 - Programmatic elements of Summit Prep's School Site Council include but are not limited to: inviting keynote speakers to come to Summit Prep, organizing community service days, beach cleanups, and/or organizing Parent Workshops based on input from community members.
- Compliance
 - Annually, the Summit Prep School Site Council meets to review the LCAP, updates to the LCAP and goal setting. This is done through strategic surveys and open meetings. Parents are encouraged to attend, ask questions and participate in reviewing the school's annual progress, establishing goals for the following year and allocating resources for the coming years.
- Data Tracking
 - Summit Prep's teachers are provided time at each School Site Council to review Academic Data. Data trends are prepared by the teachers and are most often presented following the iReady and Smarter Balanced Interim Assessments. Teachers prioritize the discussion of pertinent subgroup data and present to parents a plan for achievement.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.”
(Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

1. Employee Positions and Qualifications

Summit Prep will comply with the California Charter Schools Act with respect to teacher certification. Summit Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually. Furthermore, Summit Prep will comply with *California Education Code 44237* and *45125.1* regarding the requirement to fingerprint and obtain background clearance of employees. Summit Prep will process all background checks through LiveScan, administered by the United States Department of Justice. Pursuant to Section 44237(d) “[a]n employer shall not employ a person until the [California] Department of Justice completes its check of the state criminal history file.”

All employees of Summit Prep will be hired on an “at will” basis. All hiring, termination, and other decisions regarding an employee’s employment shall be made in compliance with applicable laws, including, for example, the federal Fair Labor and Standards Act, the applicable provisions of the California Labor Code, the federal and state laws prohibiting discrimination and harassment in employment, and the California Educational Employment Rights Act (EERA).

The terms and conditions for employment at Summit Prep will be reviewed in detail during the interview process and reiterated formally and in writing in an offer of employment letter that will indicate the at-will nature of employment, the position for which the candidate is being hired, and the annualized salary.

As demonstrated in Summit Prep’s Organizational Chart (found in Element 4), Summit Prep has chosen to divide roles and responsibilities among its staff members to better streamline operations and maximize student achievement. Job descripts for key roles can be found on the following pages.

Executive Director

Position Summary

The Executive Director of Summit Prep will be directly accountable to the Board of Directors for the school's academic success, rigorous culture, mission advancement, financial stability, and organizational viability.

Reporting

The Executive Director is the chief executive and reports to the Summit Prep Board of Directors.

Job Expectations

- Providing daily school leadership - instructional, financial, and operational
- Managing student recruitment, enrollment, and a random public lottery as necessary
- Recruiting, selecting, setting compensation for, hiring, evaluating, and dismissing all staff
- Providing high quality professional development for teachers and staff
- Developing and managing the school's leadership team
- Utilizing and analyzing student assessment data to maximize student achievement
- Building and maintaining a school culture based on the school's ASCEND values
- Implementing effective communication processes with all stakeholders
- Enforcing student discipline policies and procedures
- Creating and maintaining structures for meaningful parental involvement
- Overseeing annual budget and monthly cash flow, and ensuring sound financial conditions
- Overseeing acquisition and maintenance of the school site
- Ensuring the physical and emotional safety of all students and employees
- Developing internal and external academic and organizational goals
- Evaluating school performance on multiple measures, adjusting program accordingly
- Managing relationships with and overseeing the work of contracted service providers
- Preparing and presenting thorough and accurate monthly reports to the Board
- Working with Board Chair and Committees to ensure ongoing success and fiscal health
- Advocating on school's behalf
- Ensuring the school follows all applicable District policies and State and Federal laws

- Serving as primary spokesperson to external audiences, including investors, media, community partners, local leaders, elected officials, and the Los Angeles Unified School District

Qualifications

- 3+ years teaching and 2+ years leadership, ideally in urban and/or charter schools
- BA required; advanced degree preferred
- Demonstrated classroom success
- Demonstrated experience managing and leading adults toward student achievement
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgeting, and accounting principles
- Understanding of data analysis, especially as related to student achievement
- Administrative credential or comparable school leadership training

Principal

Position Summary

The principal is responsible for implementing the vision and mission of the school on a daily basis: academics, behavior, and culture.

Reporting

The Principal will report directly to the Executive Director.

Job Expectations

- Provide daily school leadership, including all instructional and cultural components
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and enrollment
- Supervise, train and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and EL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and EL Program in partnership with the Director of Student Supports
- Build and sustain a school culture based on the school's ASCEND values
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Evaluate school performance on multiple measures and adjusting programs accordingly to maximize achievement
- Advocate on behalf of the school
- Ensure that the school follows all applicable District policies and State and Federal laws
- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide necessary resources, training, and materials to the academic staff to effectively raise student achievement
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school's academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of summer professional development and yearly professional development
- Coordinate administration of all standardized assessments, including interims, CAASPP, ELPAC, and national norm-referenced exams
- Document and disseminate the school's curriculum

- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Work with the Deans to create, coordinate, and monitor the student disciplinary system
- Coordinate college visits and end-of-year field trips
- Create and evaluate systems to improve school culture with an emphasis on academic achievement
- Perform all other tasks as assigned by the Executive Director

Qualifications

- Valid Teaching Credential
- Master's Degree in Education or the equivalent
- At least 5 years of experience in the education field
- Minimum of three years teaching experience in urban schools
- Demonstrated track record of academic success
- Experience supervising, evaluating and leading a team
- Familiarity with California Department of Education rules and regulations
- Ability to form relationships with students, families and staff
- Excellent interpersonal skills
- Student-focused leader committed to working directly with the development and implementation of a standards-based curriculum that uses data to drive instructional decisions toward student achievement and success
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Critical thinker, problem solver, committed to realizing the school's mission and success
- Proven track record of leading schools in a similar community

Operations Manager

Position Summary

The Operations Manager will be primarily responsible for Summit Prep's business transactions and operational systems.

Reporting

The Operations Manager will report to the Executive Director.

Job Expectations

- Maintaining high standards of financial management and accuracy with regards to budgets, cash flow statements, expenditures, revenues, taxes, etc.
- Handling on-site finances – paying bills, overseeing purchase orders, submitting payroll, etc.
- Communicating all pertinent data back to the Executive Director
- Working with the school's back-office finance vendor as needed
- Preparing reports in compliance with all District, State, and Federal requirements
- Managing grant monies and related reporting
- Developing and maintaining relationships with back office provider, bankers, and vendors
- Coordinating the purchase of goods and services, including managing bidding processes
- Overseeing the student information system
- Working with the Executive Director to ensure a safe, clean facility
- Working with students, teachers, and families as directed by the Executive Director
- Assisting with school-wide projects as directed by the Executive Director

Qualifications

- 3+ years of experience in operations and/or finance, preferably in a school setting
- BA required; advanced degree in accounting or finance preferred
- Demonstrated competence with generally accepted accounting principles (GAAP)
- Strong IT skills and proficiency with Microsoft Office and other financial management software

Dean of Curriculum and Instruction

Position Summary

The Dean of Curriculum and Instruction will be primarily responsible for providing instructional leadership to teachers and support staff to ensure the success of our academic program. The Director of Curriculum and Instruction is responsible for providing formal and informal feedback to teachers, and for informing teachers' evaluations as conducted by the administrative team.

Reporting

The Dean of Curriculum and Instruction will report to the Principal

Job Expectations

- Mediating and managing conflicting demands of the teaching staff
- Differentiating training and action plans for teachers with varying degrees of expertise and performance
- Setting and monitoring the teaching schedule for the core faculty
- Developing school systems and structures that maximize student learning
- Evaluating academic achievement through detailed data analysis and presenting that information to faculty and administrators through an academic achievement dashboard
- Monitoring implementation of the grading policy
- Designing the school's academic standards, benchmark assessments, and curriculum
- Coordinating the administration of the CAASPP, ELPAC, and other state and national norm-referenced tests
- Implementing and running Professional Development Data Days for teachers as well as Taxonomy trainings
- Working closely with Teach For America to manage any and all corps members employed at the school
- Serving as the primary substitute teacher

Qualifications

- 2+ years urban teaching experience preferred
- Holds Commission on Teaching Credentialing certificate, permit, or equivalent document
- Complies with all Highly Qualified requirements of NCLB
- Knowledge regarding California Middle School State Standards and Common Core
- Experience in education, strategic planning, and staff development
- Marked success and quantifiable and objective student performance gains that

- surpass state and local district averages
- BA required; advanced degree preferred

Dean of Students

Position Summary

The Dean of Students will be responsible for the oversight of non-academic and behavioral concerns regarding students. S/he will serve as the primary interface between the school and the students' homes. The Dean of Students will also be responsible for the day-to-day oversight of student discipline, coordination of parent orientation, and/or coordination of family events outside of the regular academic program.

Reporting

The Dean of Students will report to the Principal.

Job Summary

- Leading community meetings
- Creating, implementing, and managing all data from annual family surveys
- Ensuring that all families are visited prior to the first day of school
- Ensuring that advisory teachers are communicating with all parents every two weeks
- Working with the Executive Director to invest parents in the school
- Working with the Executive Director to plan and implement student and family orientation
- Creating, evaluating, and designing ways to improve school culture with an emphasis on academic achievement
- Coordinating college visits and end-of-year field trips
- Ensuring that Summit Prep's behavior and discipline system is implemented consistently
- Evaluating discipline results on a regular basis

Qualifications

- BA required; advanced degree preferred
- Experience working with students in urban communities
- Oral and written fluency in Spanish preferred
- Commitment to ensuring an orderly, structured academic environment
- Ability to work with students one-on-one to address behavioral concerns and improve academic performance
- Proven ability to maintain positive working relationships with parents and students
- Ability and willingness to lead community outreach

Director of Student Supports

Position Summary

The Student Supports Coordinator will be responsible for maintenance of records for students with students, oversight of the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom.

Reporting

The Director of Student Supports reports to the Principal.

Job Expectations

- Serving as the point of contact for all matters involving special education due process
- Creating and maintaining a system for monitoring and compliance
- Ensuring that all federal and state rules and policies are followed with regards to special education
- Creating and coordinating an annual schedule for IEPs
- Training and leading teachers in professional developments regarding special education
- Facilitating review of intake assessments for incoming students
- Facilitating the evaluation/reevaluation process
- Coordinating push-in and pull-out schedules with general education teachers
- Ensuring compliance with all Federal and District SPED regulations regarding parent consent
- Working directly with general education teachers on issues that may arise in classroom settings
- Providing direct special education services to students as needed
- Coordinating annual or biannual formative and summative evaluations of the special education program
- Assisting with interviews of special education teachers and related service professionals

Specialized Qualifications

- Bachelor's Degree required; advanced degree preferred
- Certified Special Education teacher or administrator in the state of California
- Complies with all Highly Qualified requirements of NCLB
- Experience working with students with special needs
- Knowledge about the IEP process

Teacher

Position Summary

Summit Prep's teachers provide the most critical work of our school – the daily instruction, evaluation, and support of our students.

Reporting

Teachers will report to the Principal.

Job Expectations

- Teaching at least four classes each day
- Planning and delivering standards-based lessons that ensures student mastery of content
- Providing student supervision before and after school, at lunch/recess, as assigned
- Assessing students daily via informal measures and weekly via formal measures
- Creating comprehensive tests, as well as cumulative final exams
- Reinforcing school rules and expectations in classrooms and across the campus
- Reflecting regularly to ensure a culture of high academic and behavioral standards
- Communicating effectively with students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Differentiating instruction and working with students to ensure that all students excel
- Identifying academically at risk students and initiating effective intervention strategies
- Completing other tasks as directed by the Executive Director and Principal

Specialized Qualifications

- 2+ years of teaching experience preferred
- Bachelor's Degree (advanced degree preferred)
- Holds Commission on Teaching Credentialing certificate, permit, or equivalent document
- Complies with all Highly Qualified requirements of NCLB
- Fulfillment of all criteria set forth by NCLB to be considered highly qualified
- Experience as manager of an urban classroom, using structure and high expectations
- Experience as teacher with performance gains that surpass state or local averages
- Ability to work with students with a variety of learning abilities
- Ability to work well in a team, especially with parents and community members

Resource Specialist Teacher (RSP)

Position Summary

Summit Prep's teachers provide the most critical work of our school – the daily instruction, evaluation, and support of our students.

Reporting

Teachers will report to the Principal.

Job Expectations

- Providing pull-out and push-in RSP services for students with Individualized Education Plans (IEPs), as well as other students in need of support
- Drafting IEPs and ensuring compliance with all components of the IEP process
- Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Scheduling, preparing for, and facilitating IEP meetings
- Meeting regularly with other members of the special education team to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Supporting the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Principal and Executive Director

Qualifications

- Unwavering belief in and commitment to fulfill Summit Prep's mission
- Embodiment of Summit Prep's ASCEND values - achievement, self-advocacy, community, empathy, navigation, and determination
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations (preferred)
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement

- Comfort with basic Microsoft Office applications

Specialized Qualifications

- Valid Resource Specialist Program credential through the CA Commission on Teacher Credentialing, including an Autism authorization, and an authorization to work with English language learners
- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents, especially conflict resolution
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible, preferred
- Master's degree in special education or related field, preferred

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB)

within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

1. Custodian of Records

In accordance with the California Department of Justice requirements, the Executive Director and the Operations Manager serve as Summit Prep's Custodians of Records.

2. Student Health and Wellness

Summit Prep is committed to providing a school environment that promotes students' health, wellbeing and ability to learn by supporting well-balanced nutrition and physical activity. All students at Summit Prep have the opportunity, support and encouragement to be physically active on a regular basis through our Physical Education program and/or after-school sports and physical education clubs. Summit Prep participates in the National School Lunch Program. All food and beverages served at school meet the minimum requirements and recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity.

Summit Prep will develop and implement health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. The health and safety policy will be reviewed, updated, and approved annually by the Board and disseminated annually to staff, students, and parents.

Furthermore, Summit Prep will provide the policy to the Los Angeles Unified School District at least 30 days prior to operation. The following outlines the health and safety policies of Summit Prep.

Food Service and Other Auxiliary Services Safety

Summit Prep may contract with an outside agency for its food service needs. Summit Prep will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Summit Prep will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

Background Checks

In order to be considered an employee of Summit Prep, all potential staff members must submit a criminal background check as required by *Education Code 44237* and *45125.1*. Summit Prep adheres to California laws including finger printing and prohibitions regarding the employment of individuals who have been convicted of a serious felony.

All employee background checks are acquired through the California Department of Justice. Employees may be fingerprinted at any site where “Live Scan” is available.

Summit Prep refuses to employ staff members that have not been cleared by the Department of Justice. This ensures that employees with prior criminal histories will not be employed and do not commence employment at Summit Prep.

Furthermore, volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Reporter

All staff members, certificated and non-certificated, are mandated reporters and are expected to report any suspicions, knowledge, or observation of abuse of a child. All staff members, new and returning, will undergo Mandated Reporter training each summer prior to the start of the school year. The Executive Director or designee will conduct the training annually during summer professional development to ensure that all staff are aware of their duties as mandated reporters. The school may choose to bring in outside

trainers from the Department of Children and Family Safety to provide additional resources for all staff members. We will adhere to and abide by all applicable reporting laws, as well as the same policies and procedures used by the District.

Tuberculosis Testing

All Summit Prep staff, certificated and non-certificated, are required to undergo testing for Tuberculosis. This must be done no more than 60 days prior to commencing employment at Summit Prep and as required by *Education Code Section 49406*. Tests will be repeated every four years.

Immunizations

Staff and students at Summit Prep are required to provide records documenting all immunizations as required at public schools pursuant to *Health and Safety Code Section 120325- 120375*, and *Title 17, California Code of Regulations Section 6000-6075*. Immunization documentation must include polio, diphtheria, tetanus, measles, mumps, rubella and Hepatitis B as described in California's Department of Health Services Document IMM-231.

Students are required to receive immunization to the same extent that it would be applied if they attended a non-charter public school.

Medication in School

Summit Prep will adhere to *Education Code Section 49423* regarding administration of medication in school.

Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing and scoliosis as required and mandated by the State of California. Summit Prep will adhere to *Education Code Section 49450, et seq.*, as applicable to the grade levels served by the school. Testing will be administered to the same extent as would be required if the pupils attended a non-charter public school.

Suicide Prevention Policy

Summit Prep has adopted a student suicide prevention policy in accordance with Education Code Section 215.

Drug-Free, Smoke-Free, and Alcohol-Free Environment

Summit Prep is a drug-, tobacco-, and alcohol-free workplace.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

1. Racial and Ethnic Balance

Summit Prep’s current racial and ethnic balance currently closely mirrors that of our community. Summit Prep draws predominately from two zip codes in South Los Angeles: 90011 and 90037. The most recent US Census data indicate that approximately 91% of residents of 90011 identify as Hispanic or Latino, while approximately 9% of residents identify as black or African-American; approximately 75% of residents of 90037 identify as Hispanic or Latino, while approximately 19% of residents identify as

black or African-American.³⁶

To ensure that Summit Prep continues to achieve a racial and ethnic balance that is reflective of the population of the community in which we serve, Summit Prep is committed to continuing to conduct wide-ranging outreach, including, but not limited to:

- Development of all family outreach materials (including flyers, posters, and websites) in English and Spanish³⁷
- Information sessions and flyer distribution at local community meetings and events, including:
 - Neighborhood council meetings: Voices of 90037; Community and Neighbors for Ninth District Unity (CANNDU); Southeast/Central Avenue Neighborhood Council; Vermont Harbor Corridor Neighborhood Council
 - Neighborhood watch meetings
- Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, including:
 - Challengers Boys and Girls Club
 - Branches of the Los Angeles Public Library: Vermont Square Branch Library; Junipero Serra Library; Vernon Branch Library
 - The Coalition for Responsible Community Development
 - A Place Called Home
 - The South Central Family Health Center
 - St. John's Well Child and Family Center
 - South Central LAMP
 - Local parks and recreation areas: Trinity Park; South Park; Gilbert Lindsay Recreation Center; Bethune Park; and Ross Snyder Recreation Center
- Information booths and flyer distribution at local businesses, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes.

³⁶ All census data are drawn from the American Fact Finder tool maintained online by the United States Census Bureau: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk. Data pertaining to individual zip codes can be found through that tool.

³⁷ Should there be need for additional languages based upon the needs of the community, Summit Prep will provide further translations.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

1. Admission Requirements

Summit Prep is a tuition-free public charter school. In accordance with *California Education Code §47605 (d)(2)(A)*, Summit Prep shall admit all students who wish to attend the school, up to the school's enrollment capacity. As detailed in **Element 7** of this petition, Summit Prep currently educates a population that closely mirrors the community in which we are located.

2. Student Recruitment

As described in the school's recruitment plan, Summit Prep is committed to recruiting academically low-achieving students, socioeconomically disadvantaged students, and students with disabilities. The proposed community outreach and recruitment plan involves a number of specific activities – including, but not limited to, information sessions, information booths, flyer distribution, advertisements in a variety of local media, and door-to-door canvassing – designed to reach all students, including those members of the groups named above.

3. Lottery Preferences

In accordance with *California Education Code 47605(d)(2)(B)*, Summit Prep will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in the following order:

1. Students who reside within the boundaries of the school district.
2. Siblings of currently enrolled Summit Prep students.
3. Other California residents.

No other preference shall be given in the lottery or admissions process.

4. Lottery Procedures

In the event that a lottery must be held because there are more applicants than available seats, all interested families will receive a comprehensive letter translated into English and Spanish detailing the lottery process and procedures.

To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery will be conducted in both English and Spanish in a location that is widely accessible and at a time that allows the greatest number of

interested individuals and parties to attend. Families who submitted a completed application by the close of the enrollment period and its deadline indicated on the lottery forms will be notified in writing of the lottery's date, time, location and rules. The date and time of the lottery will be published on Summit Prep's website. Families are invited but not required to attend the lottery, and attendance does not impact lottery results. In the event that the lottery is not held at the school site, Summit Prep will ensure that the alternate location can reasonably accommodate interested families and students.

Before the lottery begins, the Executive Director or designee and a designated translator will explain the rules in both English and Spanish. All rules will also be provided in writing in both English and Spanish and other languages as needed. Each grade's lottery will be conducted separately, beginning with grade four. The school will ensure that the lottery is conducted fairly and accurately through a multi-check process: each student's name, as drawn, will be read out loud twice by separate individuals, and a final check of the lottery's results will be conducted by a third individual before results are announced as final.

The lottery itself will be conducted by drawing slips of paper from a container; each applicant will have his or her own slip. The lottery will begin with students given preference under the terms of *California Education Code 47605(d)(2)(B)* and the Summit Prep charter. Slips will be pulled until all openings are filled; all remaining slips will then be pulled to populate the waiting list.

A neutral third party will facilitate the lottery; a community or business leader may serve in this capacity.

Copies of all enrollment applications, lottery results, and waiting list results will be readily available at the Summit Prep office, demonstrating fair execution of the lottery procedures.

Acceptance packets, which include a letter indicating admissions status and an admissions acceptance form, will be mailed via the US Postal Service to those students who earn a seat through the lottery.

All students, including those who are present at the time of the lottery, will be notified in writing of their admission status. Notification will take place within three business days of the lottery.

Students do not need to be present at the time of the lottery in order to accept their seat; students must return all completed enrollment paperwork within two weeks of the lottery in order to secure their seat.

Enrollment paperwork returned after the two-week deadline will not guarantee the student's seat.

The waiting list will be established from the applications that do not receive admission during the random public lottery; it will likewise be made up of slips drawn from the container, and will be maintained in the order in which those names are drawn. The waiting list will be used to fill student vacancies before and during the school year.

Waiting list status letters will be mailed, via the US Postal Service, to those students who are placed on the waiting list. Notification of waiting list status will take place within three business days of the lottery.

If a position opens during the school year, the school will contact the first family on the waiting list via telephone to offer admission to the school. Should the family decline the seat or fail to respond within two business days, the next family on the list will be contacted until the open position is filled. Should a family decline the seat or fail to respond, they will be removed from the waiting list; families reserve the right to request removal from the waiting list.

Students who submit applications to enroll after the enrollment deadline will be added to the end of the waiting list in the order received.

The waiting list will roll over from year to year. A student's place on the waiting list will be maintained unless a student's parent/guardian confirms via phone call or letter that they do not wish to remain on the waiting list for the following school year.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ

generally accepted accounting procedures. This audit will be conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of the Charter School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

Summit Prep's Audit Committee will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Summit Prep's Executive Director and Back Office Provider will work with the auditor to complete the audit.

The annual audit will be completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year by the contracted auditing firm. Summit Prep's Audit Committee will review any audit exceptions or deficiencies with the Executive Director and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation

plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Discipline System

Summit Prep believes in fostering a school culture in which students feel safe, welcome, and ready to learn. To drive this belief, Summit Prep implements a school-wide positive behavior system to reinforce behaviors that reflect our ASCEND values (Achievement, Self-Advocacy, Community, Empathy, Navigation, and Determination). As part of our system, teachers and administration use a positive points system to aid in determining which students earn monthly Fun Friday celebrations, selective field trips, Student of the Week recognition, Homeroom of the Week recognition, and positive phone calls or letters home. When students exhibit problematic behaviors despite preemptive strategies, Summit Prep offers further support through tiered consequences.

School personnel must take into account that some students, especially those who have experienced trauma, may need extra support to master social and emotional skills. Before consequences are given, students must first be explicitly taught the skills necessary to enhance a positive school climate and avoid negative behavior. Summit Prep prioritizes the education of social and emotional skills while still holding students to high behavioral expectations and keeping them accountable for their actions.

This approach complies with *California Education Code 48900.5*, which stipulates that suspension and expulsion “should be imposed when other means of correction fail to bring about proper conduct.”

In order to maximize instruction and minimize student behavior, teachers and support staff will be trained and coached on the use of effective classroom management strategies. Professional development training draws heavily from the trauma-informed practices detailed in the *Responsive Classroom*, an evidence-based approach to teaching that focuses on the strong link between academic success and social-emotional learning. In addition, administrators have been researching and plan to fully implement restorative justice practices by 2020, as another alternative to suspension.

Administrators lead daily staff meetings before student arrival to address school-wide issues and reinforce effective classroom management strategies. Teachers will lead daily morning meetings or advisory groups to build and reinforce a strong sense of community

and empathy. There will be a tiered and progressive school-wide system for assigning both positive and negative consequences.

When students struggle to follow expectations, Summit Prep aims to keep suspension and expulsion as a last resort, unless legally mandated based on the offense (See *Causes for Suspension/Expulsion* below). The following consequences will be used as alternatives to suspension:

- Social and emotional skills alternative programming
- Mentorship from volunteer from Americorps organization, *Foster Grandparents*
- Referral to GRYD program
- Referral to school counselor
- Referral to Student Support and Progress Team
- Daily behavior tracker tied to individualized rewards
- Conference with Dean of Culture or Principal
- Community service
- After school detention
- Lunch detention
- Counselor-facilitated mediation, when appropriate
- Restorative Justice circle, if appropriate
- Loss of privileges such as after school club, monthly Fun Friday celebration, or field trip
- Parent notification via phone call, text, or written letter
- Parent meetings
- Request for parent observation

Expectations for appropriate behavior will be clearly articulated to parents and students during annual Back to School Nights and annual student orientations held during the first week of school each year. The code of conduct will also be provided as written policy in the Student and Family Handbook to be distributed during the first week of school and reinforced regularly with students throughout the year.

2. In-School Suspension

The process for In-School Suspension is detailed below.

Grounds for Suspension and Expulsion

As detailed at the beginning of this Element, Summit Prep believes very strongly in establishing a school culture in which all students are safe and able to learn. We also believe that learning time is sacred, and that many misbehaviors can be corrected in class. However, behavior that is continually disruptive or listed among those detailed above

may warrant suspension or expulsion, which occurs through the following steps:

- Step 1: Informal Conference.
 - Suspension shall be preceded by an informal conference conducted by the Principal with the student and the student's parents. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.
- Step 2: Determination of Length and Placement of Suspension.
 - The length and placement of the student's suspension will be determined by the Principal, based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. In compliance with *California Education Code 48903(a)*, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in a school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

Summit Prep believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others. In-School Suspension allows students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to In-School Suspension will sit at a designated desk in the classroom, physically separated from his or her peers. In addition, a student assigned to In-School Suspension must:

- Check in with the Principal or Dean prior to the start of each day
- Attend all classes, receive academic instruction, and complete all class work and homework.
- Not communicate with any other students throughout the day, including during breaks and lunch.
- Not participate in class activities.
- Not attend field trips, dances, or other school activities if these occur during the suspension period.
- Write a letter of apology to his or her class or create a presentation and read it aloud to his or her classmates on the final day of In-School Suspension.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days.

If a student is a continual distraction to others or poses a risk to self or others, that student may be assigned Out-of-School Suspension. The length of suspension for students may not exceed a period of five continuous days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five continuous days, a second conference will be scheduled between the parent/guardian and the Principal or the Principal's designee to discuss the progress of the suspension upon the completion of the tenth day of suspension. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

- Step 3: Notice to Parents
 - Parents and Students have due process rights with regards to suspensions and expulsions. At the time of the student's suspension, a school employee shall make a reasonable effort to contact the student's parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.
- Step 4: Recommendation for Expulsion
 - If the Principal recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:
 - The student's presence will likely be disruptive to the educational process.
 - The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing. Per *California Education Code 48916.1*, the Board of Directors shall ensure that students will be provided with all instructional materials in order to extend and continue the education program pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- Step 5: Expulsion Hearing.
 - Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by the governing Board. The expulsion hearing will be recorded and made available as part of the public record and a Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:
 - Date and place of the hearing.
 - Statement of the specific facts, charges and offense upon which the proposed expulsion is based.
 - Copy of the disciplinary rules that relate to the alleged violation.
 - Opportunity for the student or the student's parent(s) or guardian(s) to appear in person at the hearing.
 - Opportunity for the student to be represented by counsel or advocate.
 - Right to examine and acquire copies of all documents to be used at the hearing.
 - Opportunity to cross-examine all witnesses that testify at the hearing.
 - Opportunity to present evidence and witnesses on behalf of the student.

Upon expulsion, the Principal will send written notice to the parents of any student who is expelled. This notice will be sent within 24 hours of the hearing, through certified over-night postal delivery, and will include:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Summit Prep.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

The expulsion hearing must be held within 30 days of the Principal's determination that an act subject to expulsion has occurred. If the decision is not to expel, the student will return to classes at Summit Prep immediately.

Appeal of Suspension/Expulsion

Parents will be notified in advance of enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Principal or the Principal's designee. A suspension appeal may be made to the Principal within the term of the suspension. Following due consideration, the Principal's decision regarding student suspension will be considered final. The process for the appeal of an expulsion is detailed below.

An expulsion may be appealed within ten business days and must be submitted in writing to the Principal; the appeal may be sent via the United States Postal Service or brought, in-person, to the school. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 business days), at which time the parents must attend to present their appeal. Per *California Education Code 48918*, a student may be represented by legal counsel or a nonattorney adviser. Summit Prep has no jurisdiction over the selection of a student's legal counsel or nonattorney advisor. During the time of the appeals process, and per *California Education Code 48916.1*, the Board of Directors will ensure that the student's educational program is not disrupted during the expulsion process.

The appeal will be heard by a fair and impartial panel comprised of three or more members, per *California Education Code 48919.5*. Additionally, per that code, this panel shall not include any member of the original panel that conducted the student's initial expulsion hearing, as to maintain impartiality.

In keeping with *California Education Code 48922*, an expulsion appeals hearing is convened to determine whether due process was followed in the original expulsion decision. Namely, the appeals panel determines "(1) Whether the governing board acted without or in excess of its jurisdiction; (2) Whether there was a fair hearing

before the governing board; (3) Whether there was a prejudicial abuse of discretion in the hearing; (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board.”

For a student who is not reinstated upon appeal of the expulsion, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel will be final.

Summit Prep shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Summit Prep shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Summit Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Summit Prep will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Summit Prep will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, Summit Prep shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Summit Prep shall document the alternatives to suspension and expulsion the school utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Summit Prep, the school shall forward student records upon request of the receiving school district in a timely fashion. Summit Prep shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

Summit Preparatory Charter School
Renewal Petition

- Pupil's last known address
- Copy of the cumulative record
- Transcript of grades or report card
- Health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the school's policies and procedures were followed
- Student's current educational placement
- Copy of parental notice of expulsion
- Copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- If the student is eligible for Special Education, Summit Prep must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination hearing prior to expulsion. If the student is eligible for Section 504 Accommodations, Summit Prep must provide evidence that it convened a Link Determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?
 - Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

In accordance with *Education Code Section 47605(d)(3)*, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Rehabilitation and Readmission Plans

Pupils who are expelled from Summit Prep shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Summit Prep's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Summit Prep's governing Board shall readmit the pupil, unless Summit Prep's governing Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing Board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Summit Prep's governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Summit Prep is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Summit Prep participates in the State Teachers’ Retirement System (STRS) and has made it available to all teachers and will continue to do so for the duration of the charter school’s existence under the same CDS Code. All staff members have access to enrolling in an optional 403b.

Summit Preparatory Charter School (“Summit Prep”) will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Summit Prep will contribute the employer’s portion required by STRS. All withholding from employees and Summit Prep will be forwarded to the STRS fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged. Summit Prep shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by the *Education Code 47611.3* and *41365*.

1. Certificated Staff Members

Summit Prep certificated staff members and eligible administrators shall be a part of the State Teacher's Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. Certificated staff members may choose to participate in a 403b program.

Retirement reporting will be contracted out to a qualified service provider; however, the Executive Director will be responsible for ensuring that such retirement coverage is arranged. Summit Prep shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by the *Education Code 47611.3* and *41365*.

2. Classified Staff Members

Summit Prep classified staff members may choose to participate in a 403b program.

The Executive Director is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with the approval of the Board.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Summit Prep is a school of choice; no student is required to attend. Pupils who choose not to attend Summit Prep may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Summit Prep will continue to communicate to all prospective and current families and students that Summit Prep is a school of choice and that, at any time, a parent/guardian may choose to enroll their child(ren) in a different school. Summit Prep will inform all parents/guardians of their attendance alternatives on enrollment forms and on the school website.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Arianna Haut, Executive Director
Summit Preparatory Charter School
644 E. 56th St.
Los Angeles, CA 90011

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the

parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Arianna Haut, Executive Director
Summit Preparatory Charter School
644 E. 56th St.
Los Angeles, CA 90011

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response

shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD

Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including

specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only

unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief

shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that Summit Preparatory Charter School closes, the Executive Director shall serve as the school's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and

maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools. In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding

performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30

calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain

substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures

through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)